1972 - 1973
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at Boston

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without regard to sex, race, color,
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1972-1973
University of Massachusetts at Boston

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Correspondence

Inquiries regarding various phases of programs at the University of Massachusetts at Boston should be directed as follows:

OFFICE OF THE CHANCELLOR
Francis L. Broderick, *Chancellor*

ACADEMIC AFFAIRS
Dorothy N. Marshall, *Dean of Faculties and Provost*

ADMISSIONS
F. Donald Costello, *Director*

ADVISING AND COUNSELING
Mary H. Winslow, *Director*

BUSINESS OFFICES
Thor B. Olson, *Director*

CAREER PLANNING AND PLACEMENT
Gardner D. Yenawine, *Director*

FINANCIAL AID, STUDENT EMPLOYMENT
Walter H. MacDonald, *Director*

HEALTH SERVICES
June Pryor, M.D., *Director*

REGISTRATION AND TRANSCRIPTS
Eleanore R. Silverman, *Registrar*

SPECIAL ADMISSIONS
Livaughn Chapman, *Director*

STUDENT AFFAIRS
Gerald J. Sullivan, *Director*

TUITION PAYMENTS, EXPENSES, FEES
Ronald J. Gerring, *Senior Accountant*

VETERANS' AFFAIRS
Office of the Registrar

Academic Calendar (1972-1973)

First Semester

Sept. 5–8	Tues.–Fri.	Freshman Orientation
Sept. 11	Mon.	Classes begin
Oct. 9	Mon.	Holiday
Oct. 23	Mon.	Holiday
Oct. 24	Tues.	Monday schedule
Oct. 30	Mon.	*Midsemester*
Nov. 22	Wed.	Thanksgiving Holiday begins after last class
Nov. 27	Mon.	Classes resume
Nov. 28–Dec. 8	Tues.–Fri.	Pre-Registration Period
Dec. 15–Jan. 2	Fri.–Tues.	Vacation begins after last class Friday
Jan. 3–8	Wed.–Mon.	Reading Period
Jan. 9–18	Tues.–Thurs.	Examination Period

Second Semester

Jan. 25	Thurs.	Registration
Jan. 29	Mon.	Classes begin
Feb. 19	Mon.	Holiday
Feb. 20	Tues.	Monday schedule
Mar. 19	Mon.	*Midsemester*
Mar. 23–Apr. 2	Fri.–Mon.	Vacation begins after last class Friday
Apr. 16	Mon.	Holiday
Apr. 23–May 4	Mon.–Fri.	Pre-Registration Period
May 9–15	Wed.–Tues.	Reading Period
May 16–25	Wed.–Fri.	Examination Period
June 7	Thurs.	Commencement

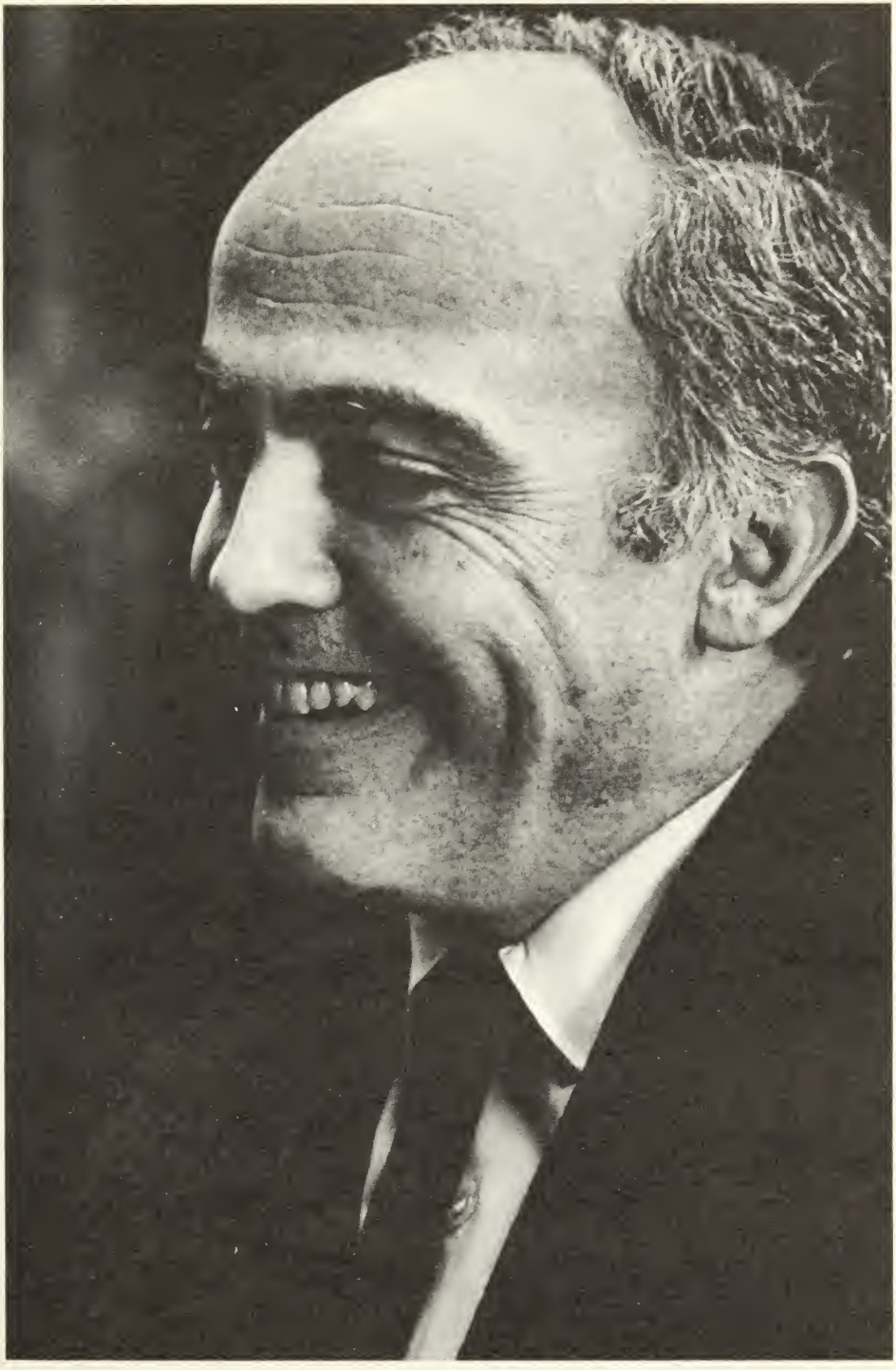
Message from the Chancellor

A university belongs at the intellectual center of the woes and the joys of a culture. See what is involved: the *intellectual* center, for as an institution, the university is not oriented to action but to equipping people for action; yet, just as certainly, the intellectual *center,* for the university's crucial tasks must not stray too far from the real concerns of the people it gathers and the people it serves. It has a duty to enlarge the range of those concerns, and to lead trained intelligence to dwell on them.

UMass/Boston, as an enterprise supported by all the people of the Commonwealth, has a special call. Its urban location gives it the flavor of the city. Its low tuition makes it accessible to many, perhaps eventually to all. Its students, most of whom work as well as attend college, have no residential dormitories to curtain them from the life of Greater Boston. Its faculty members select themselves in response to the character of the University.

Together we look for an institution that makes neither Alexandria nor Bologna nor Woodstock nor Hue alien to us. The ideal is never reached, but even the process of partial failure enriches the ideal.

Francis L. Broderick



Foreword

The University of Massachusetts at Boston is a new urban state university founded to provide at low cost the educational opportunities and services needed by the people of Greater Boston. The first class was graduated in 1969. In 1971–72, 4600 students were enrolled. The University offers undergraduate programs in every area of the arts and sciences, and maintains a student faculty ratio of 15–1.

The University is at an interesting moment of change. This year, for the first time, all entering students will be assigned to one of two colleges. At the present time students will find few differences between them, and assignment to the colleges is on a random rather than a selective basis.

Both colleges are comprehensively liberal arts colleges that seek to perform the perennial tasks of Western universities: to preserve and transmit what is known, to inquire into what is unknown, and to educate a new generation for its own inquiries.

In seeking to graduate liberally educated men and women, the colleges encourage their students to seek mastery over language and to gain insight into the culture that languages express; to probe the value of formal thought; to learn more about animate and inanimate nature; to become more aware of the methods and results of disciplines that investigate man, his institutions, his culture, and his physical world; to test man's aspirations against his experience.

In addition to complete offerings in the arts and sciences, the campus offers a Teacher Certification Program that meets the state's standards, and a concentration in Afro-American Studies. New Master's programs in Chemistry and English have been approved.

The division of the University into the two colleges has been a recent one. As time passes, the Dean, faculty, and students of each of the two colleges will be developing the distinctive character of the school, especially in matters of curricula. Other colleges will be developed, bringing new programs into the curricula; ultimately six colleges are planned. While it is expected that the college to which a student has been assigned will ultimately become the source of most of his social and educational experiences, nothing in the current development would prevent a student from taking courses in a college to which he has not been formally assigned. In studying the offerings in this catalogue, you should keep in mind that it is not just the particular college but the university that offers you such a rich curriculum.

This University is a place of change, with major involvement by students and faculty in its governance.

Plans for the third college call for an academic program that both involves field experience in urban service agencies and leads to careers in public community service.

For the academic year, 1972–73, the University will be located at its present site in the Park Square area of Boston in some eleven buildings, all of which are close to MBTA, bus and train stations, and terminals. In the fall of 1973 the University of Massachusetts at Boston will be at its new campus in the Columbia Point section of Dorchester. The new campus will include science and library facilities, and each college will be located in its own building. Additional phases of the new campus will continue for several years, adding new facilities for the fully rounded educational development of men and women of Greater Boston.

The University of Massachusetts at Boston is part of the state-wide university system which includes the university campus at Amherst and the Medical School in Worcester. Each unit of the system abides by the policy that acceptance of students is based without regard to race, color, creed, sex, or national origin.

General Information

Major Degree Programs Available:

Anthropology
Art
Biology
Chemistry
Classics
Economics
English
French
German
Greek
Italian
Latin
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Russian
Sociology
Spanish
Theatre Arts

Preparations are also available in Afro-American Studies, Humanities, Religious Studies, Social Sciences, as well as in Urban Social Service and Teacher Certification for the elementary and secondary schools. Advisors are available to those wishing to pursue Pre-Law, Pre-Medical, Pre-Dental, or Pre-Veterinary programs.

Library

The University Library book collection contains approximately 139,000 volumes. Over 2,500 domestic and foreign journals are received currently in the periodical room. The Main Library, housed in the former First Corps Cadet Armory, is a spacious building which provides room for housing books, seating students and conducting library operations. In addition, a science library, containing the collections in Biology, Chemistry, Mathematics, and Physics, is located in the University's main building.

The library is easily accessible from all of the University buildings and forms a natural nucleus in its present site. In the main reading room and the periodical room, individual carrels provide seating for 350 students. The library's resources support the teaching programs of the University on every level.

Language Laboratories

The language laboratories have the most modern electronic equipment available. With 71 student positions in three different laboratories, students have the opportunity of extended contact with the foreign language being studied. The tapes used in laboratory sessions are closely correlated with classroom studies, and the recordings made by students during laboratory sessions can be played on standard recorders at home for advanced, individual study in such fields as drama, literature and music.

Bookstore

Located on the first floor of the Sawyer Building, the Bookstore carries all textbooks required for courses plus a complete line of school supplies, candy, cigarettes and gift items. Also carried is an excellent selection of paperbacks and non-required hardbound books. Special orders can be made for almost any other book in print.

Bookstore hours are 9 a.m. to 4:45 p.m., Monday-Friday, when school is in session.

Admissions

APPLICATIONS

Applications for admission may be obtained from the Admissions Office, 44 Piedmont Street, Boston, Massachusetts 02116. Out-of-state and foreign applicants should return their completed forms *before* February 1. In-state freshman applications should be returned by March 1 for September admission and by November 1 for January admission, transfer applications by April 1 for September and November 1 for January. *No application fee is required.*

Applicants are invited to visit the campus where group meetings are held daily at 3 p.m. This is an appropriate time to tour the campus and ask questions. An applicant should be assured, however, that if he is unable to visit Boston his application will be in no way disadvantaged.

A personal conference may be scheduled if the University deems it necessary or if the candidate or his guidance counselor has a question that cannot readily be resolved otherwise.

TESTING PROCEDURE

All applicants must take the Scholastic Aptitude Test given by the College Entrance Examination Board. The University also recommends three College Board Achievement tests, including English Composition. All College Board Test reports must be sent directly to the Admissions Office, 100 Arlington Street, University of Massachusetts at Boston, Massachusetts 02116, from the College Board Testing Center. The applicant himself must notify the Board that he wishes his scores sent to this University. Applicants who have been out of school for more than two years should take the Scholastic Aptitude Tests again.

VETERANS

The University of Massachusetts at Boston seeks to serve Massachusetts veterans recently discharged from the Armed Services through evaluation based primarily on recent Scholastic Aptitude Test scores (no more than two years old) and increased level of maturity. The requirement of new SATs must be met.

FOREIGN AND OUT-OF-STATE STUDENTS

Since the University of Massachusetts at Boston has a five percent limit on out-of-state and foreign students, the competition among these candidates is always extremely keen.

All foreign students are required to submit results of Scholastic Aptitude Tests. In addition, students whose native language is not English should submit results of the Test of English as a Foreign Language. Information regarding test centers and dates for both the SAT and the TOEFL can be obtained from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

As a state university, the University of Massachusetts at Boston is unable to offer any form of financial aid to foreign students. Therefore, foreign students should make certain that they can meet all expenses before applying for admission.

HIGH SCHOOL PREPARATION

The subjects of preparatory study recommended for admission call for the satisfactory completion of a four-year high school course or its equivalent and are stated in terms of units. A unit is the equivalent of at least four recitations a week for a school year. High school graduation alone is not sufficient. The applicant's record must indicate capacity for handling the quality of scholastic work which the University has established as its standard of achievement. Sixteen units of secondary school work must be offered, selected according to the following recommendations:

College Preparatory Mathematics	3*
English	4
Foreign Language (2 years of 1 language)	2
U.S. History	1
Laboratory Science	1

The remaining units are elective and may be selected from the following subject matter:

a. Mathematics
b. Science
c. Foreign Language
d. History and Social Studies
e. Free electives (not more than four units)

Free elective subjects are those not included in groups a-d, as for example: music, art, drawing, typewriting, aeronautics, agriculture, home economics, etc. Such free electives are allowed in order that the student who wishes may have some opportunity to elect other high school offerings, while at the same time covering the fundamental requirements for college work.

* Preferably two years of Algebra and one of Plane Geometry.

Students planning to major in the physical sciences and mathematics should, if possible, offer two years of algebra, one of plane geometry, and one-half year of trigonometry. Preparation in analytical or solid geometry, chemistry, physics, and introductory calculus is also strongly recommended.

Candidates of exceptional ability and promise may be considered for admission even though some of the prescribed courses are not included in their high school records. Candidates who are deficient in one or more subjects required for admission to the University must present records which are otherwise strong.

EQUIVALENCY DIPLOMA

In some cases the Massachusetts High School Equivalency Diploma may be substituted for the usual high school program. It is suggested that persons with an equivalency diploma arrange for a personal interview with a member of the admissions staff to discuss their goals and possible plans for meeting these goals.

ACKNOWLEDGEMENT AND NOTIFICATION

In most cases applicants will be notified by letter during April of the action taken on their applications for September and during December for January. Applicants who present strong academic records, enthusiastic school recommendations, and satisfactory College Board scores will receive earlier notification. This early notification should reassure the well-qualified applicant regarding college entrance and enable the student who has selected the University as his choice of college to settle his plans. Applicants accepted at an early date, however, are under no pressure to make a final decision in regard to their choice of college before the Candidate's Reply Date. In this way the burden of multiple applications on high school guidance counselors and college admissions officers may be lessened.

ADVANCED PLACEMENT

Students whose scores on Advanced Placement examinations meet standards determined by the University shall be regarded as meeting the equivalent University requirements. The College Entrance Examination Board Advanced Placement examinations or special examinations given by the University will determine advanced placement.

Students who wish to continue the study of a language in which they have had previous training are required to take an appropriate placement test. Placement tests are administered by the University prior to registration for the fall terms. Students will be placed at the level of study indicated by the results of the tests; the intermediate level requirement may be met by achieving an adequate score.

TRANSFER STUDENTS

A limited number of transfers from approved colleges may be admitted. Since applicants for transfer exceed the number that can be accepted, they are placed on a competitive basis. Evaluations will be based upon high school and college records and on the College Board Scholastic Aptitude Tests, which are required of all transfers. Any student who has been previously enrolled in a college is considered a transfer and must file a transfer application form. Applicants for transfer should write to the Admissions Office for a transfer application.

Any course taken at an accredited institution which is comparable in substance to a course offered at the University of Massachusetts at Boston, and in which the grade is C or better, will transfer and be applied, wherever possible, to the graduation requirements.

At least 30 semester hours must be earned at the Boston campus in order to graduate from this campus.

High school and all college transcripts plus results of Scholastic Aptitude Tests must be sent to the Admissions Office. Transfer application forms signed by the registrar of the last college attended must be submitted by November 1 for the spring semester and by April 1 for the fall semester.

All transfer students who are candidates for a Bachelor's Degree must take at least 45 semester credits in residence as well as fulfill all University requirements for graduation.

Community College Transfers

As a part of the Massachusetts system of higher education, the University recognizes its kinship with the regional Community Colleges and therefore guarantees that the student who has completed the Community College transfer program, who is fully qualified, and has the recommendation and required cumulative average of the Community College, will be accepted for transfer

into the four-year program. Appropriate courses given at the Community College will be fully accepted for transfer credit and applied to core curriculum requirements where possible.

Special Admissions

The Special Admissions Office seeks to attract students from minority group backgrounds and those who for financial reasons might not consider applying to college at all. Most of the students are older and have held jobs for several years. In order to apply, a student must be from a low income background. All students accepted by the Special Admissions Office are full-time degree candidates under the same obligations as all other students who come to the University.

Each student who applies through Special Admissions must submit, along with his application, two informative letters of recommendation from those familiar with his work, either on a job, in school, or in connection with a project he has pursued in the community; and a high school transcript. Students who have not completed high school are encouraged to consider applying, provided they have had an equivalent work experience or have read widely. After completion of the application, an interview should be arranged. The purpose of the interview is to give the counselor some idea of the applicant's interests, his hopes for the future, and his past experiences, in an effort to help both the counselor and the student decide whether or not the application to the University makes sense.

In the Spring, open meetings are held for prospective students to discuss Special Admissions and the University in general. Those students accepted for the fall semester are required to participate in a summer writing-skills program.

Further questions can be answered directly by the Special Admissions Office. All applications should be addressed to Mr. Livaughn Chapman, Director, Special Admissions, University of Massachusetts at Boston, 100 Arlington Street, Boston, Massachusetts 02116. Students should apply *no later* than June 30 to assure September consideration.

College Preparatory Program

The College Preparatory Program provides an opportunity for low-income high school students with inadequate academic backgrounds to prepare themselves for admission to the University. Ordinarily students enter during their sophomore or junior year of high school. Financial eligibility is set by the guidelines of Upward Bound, which provides most of the funds for the program. In general, students are accepted who show strong motivation and academic promise but have performed unevenly or have been enrolled in business or trade curricula in high school. Upon completion of their work in the program,

students are accepted for admission to the University of Massachusetts at Boston.

The program offers twice-weekly evening courses in standard college preparatory subjects and provides tutors in courses taken in the student's high school. During the senior year, qualified students may enroll for credit in a freshman level University course with tutorial support. In the summers following the sophomore and junior years, students attend a six-week residential summer school outside Boston. During the summer following graduation from high school, students attend a summer session at the University in which they are enrolled in freshman courses with tutorial support.

Application forms and further information may be obtained from the Director, College Preparatory Program at 542-6815.

Classification of Students

I. DEGREE STUDENTS

Full-Time Students: All students carrying 12 or more credits are accepted as degree candidates and assigned to a graduating class.

Reduced-Load Students: Full-time students may obtain exemption from minimum load requirements upon approval of the Advising Office. Such exemption is ordinarily granted on the basis of health, personal or academic reasons. Reduced-load students are considered full-time in all benefits, fees and obligations. The semester is counted as one of the 10 semesters toward graduation. A regular student may not normally enter the non-classified degree status.

Non-Classified Degree Students: Students who are admitted to degree status on the same basis as full-time students, but with the expectation of only part-time pursuit of the degree are considered Non-Classified Students. They are given a classification of "NC". For their initial enrollment they are classified as Freshmen or Transfers by the Admissions Office. They are assigned to an adviser for appropriate counseling and pre-registration advising. Non-Classified Students are billed on the advice of the Advising Office in the same manner as Special Students.

II. NON-DEGREE STUDENTS

Special Students: A transient student accepted for courses on a non-continuing basis is assigned to this category (class designation is "SP"). No evaluation of transfer credentials or course advising is offered to students in this category nor are they entitled to any student benefits. Their continuance is not automatic but at the discretion of the Admissions Committee. In order for a Special Student to be reclassified as a regular student he must make an appeal through the Admissions Committee.

Tuition, Fees and Expenses

TUITION

As a state institution, the University of Massachusetts at Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined in accordance with the following policy established by the Board of Trustees.

A student must present evidence satisfactory to the Treasurer of the University that his domicile is in the Commonwealth of Massachusetts in order to be considered eligible to register in the University as a resident student. He must also have established a *bona fide* residence in the Commonwealth for a period of not less than one continuous year prior to the date of acceptance at the University, and certify his intention to continue to maintain such a residence.

The domicile of a minor shall follow that of the parents unless such minor has been emancipated. In case of emancipation, the student, in addition to the requirements of these regulations respecting residence, shall present satisfactory proof respecting emancipation. Minors under guardianship shall be required to present, in addition to the certification of the domicile of the guardian, satisfactory documentary evidence of the appointment of the guardian. No student shall be considered to have gained residence by reason of his attendance in the University, nor shall a student lose residential preference during his continuous attendance at the University. The residence of a wife shall follow that of a husband. The prescribed form of application for classification as to residence status must be executed by each student. Misrepresentation of facts in order to evade the payment of out-of-state tuition shall be considered sufficient cause for suspension or permanent exclusion from the University. Discretion to adjust individual cases within the spirit of these rules is lodged with the President of the University.

EXPENSES

Normally expenses vary from approximately $400 to $500 per year. The following estimate of a year's expenses includes only those items which are strictly college-related. Tuition for residents of Massachusetts is $250* per year and for others $850.

Tuition	$250*
Student Activities Fee	30
Health Services Fee	26
Student Medical/Surgical Insurance (12 months' coverage, optional)	30
Books, stationery, laboratory and other supplies (estimate)	200
* Subject to change.	$536

No provision is made for room and board expenses as the University of Massachusetts at Boston is non-residential.

INITIAL PAYMENT FOR FRESHMEN

The initial payment for first semester expenses required of freshmen and transfer students prior to fall registration, and other expenses reasonably expected, are indicated below:

	Residents of Massachusetts	*All Others*
Tuition	$125*	$425*
Less Credit for Matriculation Fee (Non-Refundable)	(15)	(15)
Net Tuition	110	410
Student Activities Fee	15	15
Health Services Fee	12	12
Student Medical/Surgical Insurance 12 months' coverage (optional)	30	30
Orientation Fee (paid upon acceptance) (Non-Refundable)	15	15
Total of first semester Student Fee Bill	$182	$482
Books, stationery, laboratory and other supplies (estimate)	50	50
Total	$232	$532

* Subject to change.

The figures for books, stationery, etc., are approximate; they vary depending upon courses chosen and individual needs. Students should be prepared to pay cash for books and incidental supplies. Certain departments make special charges for necessary laboratory supplies. A bill will be rendered to the parent of each student prior to the beginning of the semester.

STUDENT ACTIVITIES FEE

Used to support programs and activities beneficial to students, such as the recognized student organizations and the University Cultural Events Committee.

STUDENT HEALTH FEE

Used to support the University Health Services and its programs.

MEDICAL/SURGICAL INSURANCE

An optional plan providing hospital, medical, and surgical care on a twelve-month basis for injuries or illness during the school year, holidays and summer vacation. Students who register for the Fall semester have only one opportunity to enter this program each year, at the time of payment of the Fall semester bill. It is also offered on the Spring semester bill for new Spring registrants only. Dependents of married students are not covered under this plan. Cov-

erage for dependents is available at additional cost. Inquire at the University Health Services.

PAYMENT DUE DATES

In accordance with University policy all charges for tuition and fees are due and payable approximately 21 days prior to the date of registration of each semester. Bills will be rendered in advance with due date shown and should be returned with the proper payment to the Bursar's Office, University of Massachusetts at Boston, 100 Arlington Street, Boston, Massachusetts 02116. Students may not register until all University charges are paid or otherwise accounted for.

SCHOLARSHIP PAYMENTS

It is the responsibility of all scholarship holders to see that the University is adequately notified prior to the time fee bills are prepared. Known scholarships are shown on the fee bills. If such items are not shown, deductions may not be made from the bill until satisfactory evidence has been presented to the Treasurer of the University by the donor.

LATE PAYMENT AND REGISTRATION

Any student who does not make payment of his semester charges by the date specified may be required to pay a late payment fee of $5.

TUITION AND FEE REFUNDS

A student who leaves the University for any reason, except as specified below, before a semester is completed will be granted a *pro rata* refund of tuition and fees. A student who makes an advance payment and then for any reason does not attend any part of the next semester or term at the University will be given a full refund of tuition and fees. The $15 admission (matriculation) payment and the $15 orientation payment required of new students are not refundable. A student called into military service before completion of a semester will be given a *pro rata* refund of tuition and fees provided that he receives no academic credit for the work of that semester. If academic credit is given, there will be no refund. A student who is suspended or expelled from the University for disciplinary reasons forfeits all rights to a refund.

REFUND SCHEDULE

Regular term

a. Within the first two weeks from the beginning of semester or term (Registration Day) 80%
b. During the third week 60%
c. During the fourth week 40%
d. During the fifth week 20%
e. After the fifth week ..... no refund

Refunds are based upon the withdrawal date established by the Registrar.

Veterans

Any veteran whose service is credited to the Commonwealth of Massachusetts (i.e., Massachusetts resident at time of entry into service), and who has served 180 days active duty since February 1955, is eligible to attend the University tuition free. Instructions relative to the procedure to obtain this tuition waiver are available at the Registrar's Office. This tuition waiver covers a period of four years but must be renewed each year. Summer school attendance must have a renewal of the tuition waiver but is not charged as a renewal if the courses taken in summer school are required for a degree.

Information concerning veterans status and payments under Federal and State laws is available at the Registrar's Office.

Certificates of eligibility for schooling are issued by the Veterans Administration upon application by the veteran. Upon receipt of the certificate of eligibility, the veteran should deliver it to the Registrar's Office for processing.

Responsibility for any change in status rests with the veteran. Any change in a veteran's status while attending the University in relation to semester hour credits, marriage, dependents or withdrawal should be reported immediately to the Registrar's Office.

Financial Aid

Financial aid at the University of Massachusetts at Boston is awarded to those students who cannot provide the full cost of their college education through their own and their families' reasonable efforts. The term "financial aid" is used to include scholarships, grants, long-term loans and part-time employment.

Applications for financial aid should be filed at the same time as the application for admission. The filing of an application for financial aid will have no influence on the decision for admission.

All awards are made on an academic year basis only. A student must apply each year for any type of aid for the following year.

MASSACHUSETTS STATE SCHOLARSHIPS

The Board of Higher Education awards scholarships to students who attend the University of Massachusetts at Boston. *All students who apply for aid to the University should also apply for a Massachusetts State Scholarship.* Applications are available at secondary school guidance offices or at the Board of Higher Education Scholarship Office, 182 Tremont Street, Boston 02111. The application deadline is December 15, 1972, and Parents' Confidential Statements should be filed with College Scholarship Service by December 1, 1972.

UNIVERSITY SCHOLARSHIPS

University Scholarships are available for residents of Massachusetts. Only those students in the top 10–25 percent of their class with above average per-

formance on the College Entrance Examination and a financial need will be considered for scholarships.

I.B.T.W. SCHOLARSHIPS

I.B.T.W., Local #1 Scholarships are tuition scholarships for sons and daughters of former members of Local #1 of the International Brotherhood of Telephone Workers. Half of the awards will be made to freshman applicants. Further information and special applications should be requested from the Financial Aid Office.

EDUCATION OPPORTUNITY GRANTS

Education Opportunity Grants are gift awards given to academically promising students in accordance with special requirements set by the Higher Education Act of 1965. These grants are designed especially for students of low income families.

LOANS

The major sources for loans are the National Defense Student Loan Fund and Federally-supported State Guaranteed Loan Programs.

a. National Defense Student Loans are available through Federal funds received by the University. Federal legislation permits students needing money to borrow up to $1,000 per year for five years. The actual amount of the loan is determined by the student's needs and by the amount of Federal funds made available to the University. No interest is charged on loans until repayment begins. The repayment period starts nine months after the student ends his studies, and may be extended over a 10-year period at an interest charge of 3 percent on the unpaid balance. Repayment of capital and interest may be deferred up to a total of three years while a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Also, no payments are required so long as the student remains at least a half-time student at the undergraduate level. There are provisions for cancelling all or part of this loan if the student enters the teaching profession.

b. Students may apply for loans under the Guaranteed Loan Program in their home states. This program, established by the Higher Education Act of 1965, varies from state to state. Generally, undergraduate students may borrow up to $1,000 per academic year with a total maximum of $5,000, while a graduate student may borrow up to $1,500 per academic year; the total sum of $7,500 for one student's undergraduate and graduate study may not be exceeded. Commercial banks, mutual savings banks, savings and loan association, credit unions and other financial institutions subject to Federal or State supervision may be lenders under this program. A student should make application directly to one of these participating institutions, preferably to one located in the city or town of his permanent residence. The Uni-

versity is asked to certify the enrollment and good academic standing of the student, the reasonableness of his college expenses, and the amount of financial aid available from sources other than his family. These loans are considered a part of the financial aid package.

If the borrower's parents have an adjusted gross income of less than $15,000 at the time he makes the loan, he need not pay interest until the repayment period begins, and then pays the regular 7 percent on the unpaid balance. Repayment begins nine to twelve months after the borrower has completed his studies and may be deferred while he serves in the Armed Forces or the Peace Corps. The repayment period may be five to ten years on loans of more than $2,000 and one to five years on loans less than $2,000.

PART-TIME EMPLOYMENT

Part-time employment is available mainly through the College Work-Study Program, part of which is supported by the Federal Work-Study Program, and will be given as part of the financial aid package. This will require eight to 15 hours of work per week for students who need financial aid. Students are paid weekly for the hours they have worked.

APPLICATION PROCEDURE

a. Pre-Freshmen applicants should obtain from their school's guidance office a copy of the Parents' Confidential Statement prepared by the College Scholarship Service. That statement should be mailed directly to the Service at the time the student applies for admission, but no later than March 1. The University of Massachusetts at Boston should be listed under item 13. Upon receipt of a copy of the Parents' Confidential Statement, an application form will be sent to the student.

b. Transfer and upper-class students should obtain applications and Parents' Confidential Statements from the Financial Aid Office. Applications are due by March 1.

Transfer students who received financial aid from the school from which they are transferring, should request the Financial Aid Office at that school to send a record of their awards to the University Financial Aid Office.

AWARDS

The amount of awards is determined by degree of need and may range from $100 to full cost of attending school. A fuller explanation of determination of need is available in the Financial Aid Office.

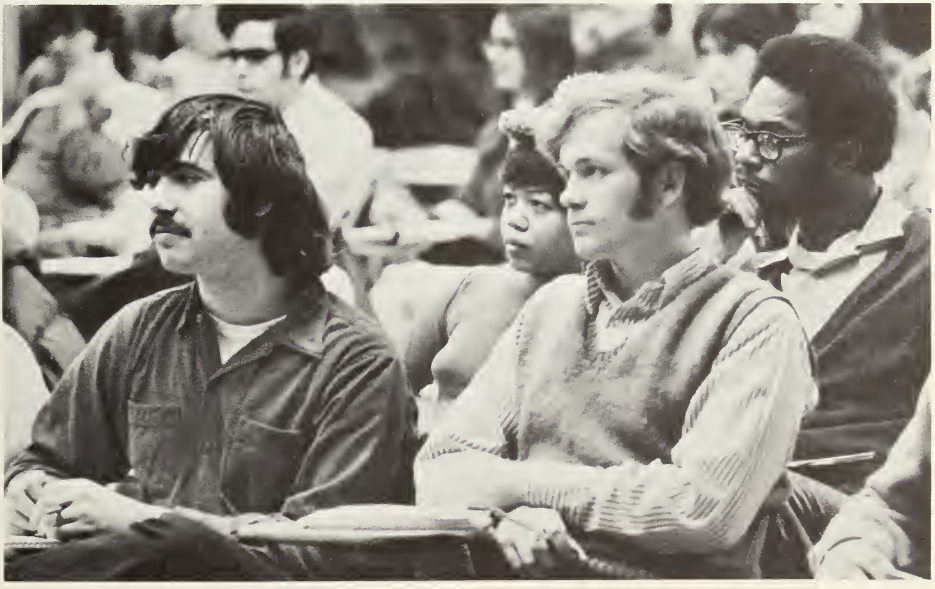
Announcement of awards will be made by means of an award letter as soon as possible following the applicant's acceptance by the University. Further communication with the Financial Aid Office is unnecessary, as each applicant will receive an answer as soon as a decision has been made.

University Health Services

The medical care provided by the University Health Services is structured primarily for the well-being of the student population at the University of Massachusetts at Boston. The program is student-oriented, and the services offered are those which have real meaning for the student. The services exist to help minimize loss of student time and energy from educational pursuits for reasons of health. Two registered nurses are on duty from 8:30 a.m. to 5 p.m., and both clinical and laboratory facilities are offered. Physicians and psychiatrists are available on an appointment basis, and special consultants are arranged when necessary.

The physical examination and medical history of each student is reviewed by a physician before registration. The University Health Service is aware, therefore, of any pre-existing medical problems which either require medical care or might necessitate a modification of the student's academic or athletic program. All medical records are held in the strictest confidence by the University Health Services.

The Health Services are supported by the Health Service Trust Fund, constituted by the fee which each student is required to pay. Students are urged to enroll in the University of Massachusetts at Boston J. C. Paige Student Hospitalization Insurance Plan. This insurance plan entitles the student to extensive but not total hospital services, in-patient physician's care, out-patient surgical care, accident insurance, referral to specialty consultants, X-ray and laboratory diagnosis, etc. A full description is available at the University Health Services office.



Housing

The University of Massachusetts at Boston is a commuting institution. As such, living arrangements are the sole concern and responsibility of the students and their parents. It is not the policy of the University to assist in housing.

Office of Student Affairs

The Office of Student Affairs includes, either completely or in cooperation with other offices, the following areas:

Career planning
Communication with parents
Counseling
Cultural events programs
Discipline
Financial aid
Foreign students
Handicapped students
Intramural athletics
Orientation program
Placement
Recognized student organizations
Student activities

For further details, students are urged to consult the Student Handbook.

Advising and Study Counseling

The staff of the Advising Office is available to students to provide them with information on the curriculum, general requirements and program planning. Tutorial and study skills assistance is available to students through this office. Small classes in basic writing techniques and in reading skills are established each semester. Group tutorials are available in the core courses such as mathematics, languages, and natural sciences. Students and faculty members should contact the Advising Office for further information on both types of programs.

All freshmen are advised by members of the Board of Freshman Advisers; upperclassmen are advised by faculty members in their major departments. Students undecided on a major should consult with a member of the Advising Office staff.

Vocational Counseling and Placement

The services of the Vocational Counseling and Placement Office of the University are available to all registered students and alumni.

The principal services provided by this office are:

Individual and small group counseling
Off-campus part-time employment
Full-time graduate placement
Occupational and career information library
Graduate school catalog library
Fall and spring career seminars

All students, regardless of year in school, are encouraged to register with the Vocational Counseling and Placement Office and to share with members of the staff emerging concerns and questions relevant to their future plans.

Academic Regulations

Grades shall be reported according to the following letter system. No other interpretation of this letter system shall be authorized.

A – Excellent
B – Good
C – Fair
D – Passing
F – Failure

Inc – Incomplete
P – Passing (pass/fail option)

The grade of Incomplete shall be reported only when a portion of the assigned or required class work, or the final examination, has not been completed because of the student's serious illness, extreme personal circumstances, or for scholarly reasons at the request of the instructor. If the student's record is such that he would fail the course regardless of the result of the missing work, he shall fail. A student can obtain credit for an Incomplete only by finishing the work of the course within the first two weeks of the following semester. The grade of Incomplete is converted to a failure if the course requirements have not been satisfied by that time. Exceptions to the two-week deadline may be requested from the appropriate agency in cases of protracted illness, critical personal problems, or for scholarly reasons at the request of the instructor. The initiative for removal of the Incomplete grade rests with the student.

An Incomplete on a final grade report is not calculated in arriving at a temporary quality point average. When the Incomplete is later converted to a grade, the permanent record is changed and the student is notified.

Once a grade is submitted, it cannot be changed except on approval of the Department Chairman.

PASS/FAIL OPTION

A student may elect one course each semester to a maximum of eight on a pass/fail basis provided he presents a P/F Option card to the Registrar's Office at the mid-term. The grade of pass will be included in the graduation credits but not in the quality points or cumulative average. A P/F once submitted, cannot be withdrawn or changed to a grade. A student must be carrying 12 or more credits during the semester in which he elects the P/F.

QUALITY POINTS

Quality points are assigned to course grades as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses are added to arrive at the number of cumulative quality points. The number of cumulative quality points is divided by the number of cumulative credits carried to arrive at the cumulative quality point average. A P is not averaged in the cumulative average.

RETENTION AND GOOD STANDING

Cumulative Index Required For Retention

Semester	*Cumulative Average Retention*
1	0.0
2	1.3
3	1.5
4	1.6
5	1.7
6	1.8
7	1.9
8	2.0

Note: Students who elect a five-year program are expected to maintain a 2.0 average for the last three semesters.

Academic Dismissal

A student whose cumulative average falls below the requirement for retention will be academically dismissed.

Scholastic Probation

A student will be placed on scholastic probation if his semester average is below 1.5 after any of the first three semesters or below 2.0 after any of the subsequent semesters.

Any student who is at the probation level shall be warned by a statement on the bottom of his copy of the grade report. This warning is to indicate that continued below-standard performance will result in failure to graduate or in academic dismissal.

Probation precludes membership in University Senate, University committees and holding office in student organizations for the following semester.

Probation Appeals

The Committee on Standards and Scholarship shall be charged with modifying, extending, or limiting the restrictions on a student during a period of scholastic probation, and determining the limit of its duration. The Committee shall report all such modifications to the University Senate.

Readmitted Students

A readmitted student must attain the cumulative average required for the class to which he has been assigned at the time of readmission.

Transfer Students

The former cumulative average of a transfer student does not carry over to this University; he begins a new cumulative average upon admission. A transfer student is not dismissed after the first semester because of his cumulative average. However, for all subsequent semesters, the student must attain the cumulative average necessary for the class to which he was assigned.

Failed Courses

A failed course in a subject required for the degree must be repeated. If the failed course is not required, a substitution may be made upon the approval of the student's adviser. If repeated and passed, the original failed course remains on the student's record but will not be computed in the cumulative average.

A course once passed may not be repeated for a higher grade.

COURSE CHANGES—FIRST TEN ACADEMIC DAYS

1. Add Period — the student is allowed 10 academic days from the beginning of the semester to add, drop, or substitute a course WITHOUT NOTATION on his record.
2. Add/Drop Procedure — If a student has good reason to drop one course and add another, he may accomplish this in the following order:
   a. Secure an Add/Drop card from the Registrar's Office.
   b. Have the instructor of the course to be added certify that space is available in the desired section.
   c. Secure release from the instructor of the course to be dropped.
   d. Secure the Adviser's signature.
   e. Submit the completed Add/Drop card to the Registrar's Office.
3. Withdrawal — If the student simply wishes to withdraw from a course (within the first ten days) he may do so with his instructor's approval, using the following procedure:
   a. Obtain an Add/Drop card from the Registrar's Office.
   b. Obtain the necessary signatures and return the card to the Registrar's Office.

COURSE CHANGES – AFTER 10TH ACADEMIC DAY

1. From the 11th academic day to a specified date before the beginning of the examination period, a student may drop a course subject to minimum load regulations (12 credit hours for matriculated student). The notation of withdrawal on the student's record will be the grade of "W" which is not computed in the grade point average.
2. Procedure – (11th day to a specified date before examination period). To be properly withdrawn from a course the student must accomplish the following:
   a. Secure a Course Withdrawal card from the Advising Office.
   b. Schedule a conference with his adviser and the instructor of the course and secure their signatures.

WITHDRAWAL FROM THE UNIVERSITY

1. If a student withdraws prior to a specified date before the first final examination, a "W" will be recorded in his permanent record file. The courses in which he was enrolled will be recorded along with his withdrawal date.

   The effective date of withdrawal is that on which all proper forms are completed, signed, and returned to the Registrar.
2. Withdrawal Procedure – To withdraw from the University, the student must do the following:
   a. Consult with a member of the Advising Office staff, who will provide and sign the necessary form.
   b. Receive clearance from all departments of the University where he may have accrued charges: Library, Laboratories, Health Services, Treasurer's Office, Student Affairs Office, Book Store. This will clear the student's records so that he may obtain appropriate refunds and/or transcripts.
   c. Return the form to the Registrar.
3. If any charges are outstanding, the student's permanent records will be "frozen" and no transcripts can be issued. Failure to complete a Withdrawal form will result in the recording of the grade of F in all courses at the conclusion of the semester.
4. Any student withdrawing during the fall semester after the *November 15 readmission deadline* will not be able to return for the spring semester.

CHANGE OF MAJOR

Any student who has stated a major and wishes to change it should consult first with a member of the Advising Office staff. Upon approval of the change, the departments involved and the Registrar's Office will be notified, and the student will be assigned to a new adviser by the new department.

ATTENDANCE

Attendance at all scheduled classes is expected. No administrative control of attendance is exercised except as hereinafter provided. In cases of illness,

students are to explain their absences directly to their instructors. Grades of students who meet requirements of the instructor in making up work shall not be reduced for absence because of illness.

All absences due to illnesses should be reported to University Health Services. Although students are expected to deal directly with faculty members, the Health Services will verify dates of absences if requested by faculty members.

CONDUCT

A high standard of conduct, based on self-respect and consideration for the rights of others, is expected of all students. The disciplinary system of the University is based upon a published Code of Student Conduct, and is administered by a committee of faculty and students. Hearings are conducted so as to ensure due process and guarantee fair and impartial consideration. It should be understood that the University, acting through its Chancellor or any administrative officer designated by him, in emergency situations, distinctly reserves the right to suspend a student. A student so suspended by administrative action is entitled to a speedy consideration and disposition of his case by the University Committee on Student Discipline.

COURSE LOAD

The normal course load for Freshmen and Sophomores is four courses for 16 credit hours and for Juniors and Seniors, five courses for 15 credit hours. A student with a cumulative grade average of 3.0 or 3.5 in the previous semester, may take an extra course with the permission of his adviser.

A student majoring in a Science who must take laboratory courses of more than 4 credits may assume a load of 18 credits. This is intended especially for Juniors and Seniors who may find it necessary to take three 3-credit courses, a required 4-credit core curriculum course, and a 5-credit laboratory course (or a similar variation) in one semester.

Students may elect to plan a four-year (eight semester) or five-year (10 semester) program.

SUMMER COURSES OUTSIDE THE UNIVERSITY

In order to receive credit for summer course work outside the University, a student must receive prior authorization from the department concerned for each course to be taken. A Course Authorization form can be obtained from the Registrar's Office; the original to be returned to the Registrar, one copy to be retained by the Department, and one copy to be retained by the student. In general, a grade of B or higher is required for transfer credit. Permission to accept a grade lower than B may be obtained only from the Department to which the credit is being transferred. It is the student's responsibility to see that a transcript is sent to the Registrar upon completion of the program.

HONORS PROGRAMS

To graduate with Departmental Honors, a student must have either: (1) successfully completed some special honors work, such as a thesis or seminar; or (2) gained a 3.5 grade average in his major field, the awarding of honors not to be automatic, however, but to depend on the recommendation of an honors committee in his department.

The student must, in addition, have a 3.0 overall grade average. (Note that this governs *graduation* with honors, not admission to honors work, which is left to the discretion of the departmental honors committee.)

Not more than 6 credits may be received for special honors work.

If a student entered in an honors course completes the work satisfactorily but not on an honors level, he shall receive credit for the course toward graduation.

GRADUATION REQUIREMENTS

In order to graduate, a student must acquire a total of 124 credits. Students who qualify for advanced placement in languages or other 4-credit freshman-sophomore courses may graduate with as few as 120 credits. All students must accumulate a minimum of 45 Residency credits at the University.

A student must meet the requirements of a major department.

A student must complete either the *A.* or the *B.* pattern of courses below.

A. Core Requirement

1. One year of training in writing to be taken in the Freshman year.
2. Courses in foreign language as follows: Students who demonstrate proficiency in a foreign language at the intermediate level shall be exempt from a language requirement. Students who meet the entrance requirements regarding language or who otherwise demonstrate elementary proficiency in a foreign language shall take one year of a foreign language at the intermediate level *or* one year of a foreign literature in translation.
3. Three terms of course work in the social sciences, of which at least one must be taken in History and one in another discipline.
4. Three terms of course work in the natural sciences or in mathematics, of which at least two terms must be taken in the same discipline, and at least one in a natural science.

B. As an alternative to *A.* a student may choose to design his or her own core curriculum, in consultation with a faculty adviser or with an advising committee. Questions concerning this program should be referred to the Advising Office.

FINAL EXAMINATIONS

When the examination schedule is published, any student who finds himself scheduled for two examinations at the same time or for three examinations in one day should report the situation directly to the Registrar's Office.

PRIZES AND AWARDS

Brian Rattigan Prize

A cash award made annually for outstanding creative achievement. Established by his friends and classmates in memory of Brian Rattigan, a poet and member of the first graduating class of the University of Massachusetts at Boston, who drowned during the summer before his Senior year. Selection of the recipient is made by a special committee of faculty and students.

John W. Ryan 1966 Faculty Convocation Award

Awarded each year at the Honors Reception to the Junior who attained the highest average at the completion of the second year at the University. Established in 1966 partly in order to commemorate the convocation of the faculty and partly in order to recognize academic excellence in the student body.

Luis Emilio Soto Prize

Awarded each Spring at the Commencement Exercises to the Senior majoring in Spanish who best reflects the humanistic qualities and the spirit of Professor Soto.

Inaugurated in May 1970, and named for Professor Luis Emilio Soto (1902–1970), who, in his short stay at the University of Massachusetts at Boston, wholly won the hearts of his students and colleagues by his devotion to them and to their work.

Special Programs

Afro-American Studies Concentration

This special program, derived from the University's commitment to offer courses in both Western and non-Western studies, is specifically designed for students interested in the historical experience, cultural accomplishments, and significant presence of the Black man in Africa and the New World. Successful completion of the Concentration is formally acknowledged on students' official records.

Students must major in a department and are trained in its discipline while electing courses which emphasize Afro-American subject matter. Faculty advisers, and members of the Afro-American Studies Concentration Committee, assist students in choosing these courses.

Option A:
A minimum of six courses from the Approved List. At least three of these courses must be taken outside the major department.

Option B:
Honors Program. A Junior/Senior year honors program for highly qualified students who present to the Afro-American Studies Concentration Committee a satisfactory proposal for in-depth study of an appropriate subject or problem. Requires two semesters of an interdisciplinary Junior seminar (Afro-American Studies 390–391), the election of additional courses as appropriate, and the writing of an honors thesis during the Senior year which is acceptable to the Committee.

Course Offerings

(3 hours, 3 credits each unless specified)

AFRO-AMERICAN STUDIES
390 (I), 391 (II) AFRO-AMERICAN STUDIES HONORS SEMINAR
An interdisciplinary seminar for students admitted to Option B (Honors), and to a limited number of other highly qualified students participating in the Option A program.
Prerequisite: 3.0 overall average and permission of the Afro-American Studies Concentration Committee Staff

AFRO-AMERICAN STUDIES
398 (I), 399 (II) AFRO-AMERICAN STUDIES SENIOR HONORS THESIS
Study in depth of a topic chosen by the student in consultation with an honors adviser, and a paper written with the approval and under the direction of an honors adviser, normally related to work done in the Honors Seminar. Honors awarded on the basis of performance in the Honors Seminar, evaluation of the paper by the Afro-American Studies Concentration Committee, and 3.0 overall average.
Prerequisite: Afro-American Studies 390 and 391, and permission of the Afro-American Studies Concentration Committee Staff

Additional Approved Course Offerings

(See Department listings for complete course descriptions.) Students may petition the Afro-American Studies Concentration Committee for permission to include other relevant courses in their Concentration program. In addition a list of Inter-Institutional Black Studies courses is available from the Registrar. These courses will also be credited toward the Concentration.

Anthropology 122 Staff
Introduction to Anthropology
Anthropology 258 Staff
People and Cultures of Africa
Art 227 Mr. McCall
The Art of Africa
Economics 213 Mr. Torto
Urban Problems
Economics 243 Mrs. Garrity
Economic Problems and Prospects of Black America
English 349 Mr. Murray
Black Presence in American Literature

English 358 Mr. Senna
Black Literature in America
English 381 Staff
Selected Topics
French 263 Staff
The Black Soul and the Theatre
French 358 Staff
Black French Literature
History 117, 118 Mr. Amiji
Introduction to African Civilization I, II
History 243 Mr. Amiji
Problems in African Civilization
History 273 Mr. Ruchames
The Age of Jackson and Lincoln
History 274 Mr. Ruchames
Civil War and Reconstruction
History 328, 329 Mr. Stern
Black History in America
History 375, 376 Mr. Amiji
History of Africa
History 404 Staff
Seminar in American History
Humanities 249 Mr. Senna
African Literature
Music 251 Mr. Huggler
Jazz
Music 252 Staff
Non-Jazz Black Music in America
Politics 205 Staff
Afro-American Experience
Politics 241 Miss Paul
Metropolitan Politics
Politics 242 Miss Paul
Urban Problems
Politics 257–258 Mr. Nketsia
Politics of Africa
Politics 261 Mr. Beichman
National Development
Sociology 221 Mr. Brill
Urban Community
Sociology 252 Mr. Blackwell, Mr. Robbins
Racial and Ethnic Relations
Sociology 316 Staff
Social Change and Modernization
Spanish 232 Mrs. Osorio
Introduction to Latin-American Culture

Institute for Learning and Teaching

The Institute for Learning and Teaching, established by the University Senate in April, 1971, provides direct, on-site educational services to experienced teachers and others who work with children in the Boston metropolitan area. In addition, it offers in conjunction with academic departments selected programs for undergraduates who are contemplating careers in child-serving professions, and encourages cooperation among Boston area institutions concerned with teacher training.

In cooperation with the Boston School Department, the Institute is helping prepare teachers who have been reassigned to newly-constructed open-space schools. A second program focuses on training for parochial school teachers in several schools in East Boston. A third is directed at helping the staff of the Bilingual Education Department in Boston address the educational problems of the Spanish-speaking. A fourth focuses on working with high school staffs regarding the underlying problems of secondary school unrest.

In these projects, an Institute staff member develops a close working relationship with a designated group of professionals; and as the members of the group identify their training needs, appropriate resources are mustered to meet these needs. These resources — adjunct professors, master teachers, and curriculum materials — are the faculty of the Institute. It has no standing faculty *per se*.

On the undergraduate level, the Institute has joined with the Sociology Department to offer a concentration of study and field work called "Sociology and Urban Social Service." (A more detailed description of this program appears under the heading "Urban Social Service" in this section.) By September, 1972, the Institute will have expanded its undergraduate offerings to include other cooperative programs. Information on these should be available before that time.

The Institute encourages those interested in learning more about its activities to visit its offices at the Salada Building, Room 504.

Pre-Medical Program

A student interested in a medical, dental or veterinary career may select any of the majors offered at the University of Massachusetts at Boston on the basis of interest, ability and suitability for an alternative career. In addition he must satisfy the following minimal premedical requirements: English 101–102 or equivalent; Mathematics 103, 105 and preferably 106; Chemistry 103–104, 155–156 (or 153–154); Physics 103–104 (or 111–112, or 101–102); and Biology 101–102.

Students who demonstrate interest in and ability for a medical career should register with the Pre-medical Committee. The Committee will advise the student on matters concerning undergraduate curriculum, applications to dental, medical and veterinary schools, and will oversee the evaluation of his record at the University of Massachusetts at Boston. Students should seek out information on graduate admission requirements as early as possible. Additional details may be obtained from Mr. Laufer, Department of Chemistry, and Mr. Schultz, Department of Biology.

Religious Studies Concentration

Designed for students who wish to pursue an interdisciplinary study of religion, this concentration is connected with a departmental major, the training in which will provide the student with strength in one particular discipline. The balance of the concentration will be elected from courses in other departments and disciplines.

The Interdepartmental Committee on the Study of Religion assists and advises students interested in designing a program of study in the field of religion. A student in his fourth, fifth or sixth semester whose interests lie in this field is invited to discuss his concerns with any member of the Interdepartmental Committee with a view toward designing a coherent and feasible program of study. The student and his faculty adviser will submit this program to the Interdepartmental Committee for review and approval. Successful completion of the concentration is formally acknowledged on students' official records.

Courses in, or Closely Related to, the Study of Religion

English 275 — Mrs. Collins
The Medieval Period

English 304 — Miss Edwards
Medieval Poetry

English 322 — Mr. Chernaik
English Poetry of the Early 17th Century

English 326 — Staff
Milton

English 339 — Mr. Schreiber
Blake

French 374 — Staff
Catholic Literature from 1800–1930

History 210 — Mr. Percy
Early Middle Ages

History 211 — Mr. Percy
Later Middle Ages

History 212, 213 — Mrs. Watkins
Age of the Renaissance and Reformation

History 237 — Mr. Segal
Jewish History: Antiquity to the Late Middle Ages

History 238 — Mr. Segal
Jewish History: From the Spanish Expulsion to Modern Statehood

History 239 — Mr. Ahmad, Mrs. Hoffman
The Middle East, 622–1517

History 243 — Mr. Amiji
Problems in African Civilization

Humanities 109 — Mr. Williamson
Patterns of Religious Meaning and Action

Humanities 231 — Staff
Hindu Religion

Humanities 232 — Staff
Buddhist Religion

Humanities 241, 242 — Mr. Horsley
Introduction to Biblical Literature

Humanities 243 — Mrs. Mendillo
Mythology and Literature

Humanities 260 — Mr. Schreiber
Visionary and Prophetic Modes in Literature

Italian 301, 302 — Mr. Carrara
Dante and the Duecento

Philosophy 201 — Mr. Cohen
Ancient and Medieval Philosophy

Philosophy 251 — Staff
Plato
Philosophy 260 — Mr. Clive
Philosophy of Religion
Philosophy 291 — Mr. Clive
Existentialism
Sociology 339 — Mr. Zahn
Sociology of Religion
Sociology 502 — Mr. Zahn
Sociology of Social Movements

Teacher Certification Program

Students seeking careers in education may avail themselves of the services of the Teacher Certification Program. The staff provides information and counseling to all students interested in preparing to teach. In addition, the program enables highly qualified students who have demonstrated a potential for leadership in the school to satisfy Massachusetts requirements for certification. Since the University at Boston offers no major in Education, a teaching candidate pursues the University's normal degree and major sequences. At the same time, by judicious choice of electives from among those offered by several departments, he may acquire credits in courses approved for certification. The program culminates in the Senior year when, under the direction of the faculty of his major department, the student enters practice teaching and participates concurrently in a curriculum-and-methods seminar.

Requirements for Certification

The Commonwealth of Massachusetts issues teaching certificates to American citizens who hold the bachelor's degree and who comply with certain additional requirements. Briefly summarized, those requirements are, for elementary teaching, 18 credits in approved courses; for secondary teaching, 12 credits in approved courses, plus concentration in a subject taught in the secondary school. Approved courses must include at least two of the following four areas: Psychology of Education, Philosophy of Education, Curriculum, Methods of Instruction. Supervised teaching experience is also necessary for both the elementary and secondary certificate. Students admitted to the Senior year program (see below) automatically include "Methods of Instruction" in the Practice Teaching semester and receive 9 approved education credits toward Massachusetts certification. Students also elect appropriate courses in the other three subject areas.

Admission to the Teacher Certification Program

With the exception of the Senior curriculum-and-methods seminar and concurrent practice teaching, all courses leading to certification are open to every student. Only a limited number of students can be accepted for the Senior year program. Admission to the program is granted by the Teacher Certification Program Committee after a review of all applications. Admission is based on departmental approval, evaluation of academic performance and recommendation of the coordinator of TCP.

Application Procedure

Because preparation for teaching makes demands beyond those ordinarily required to earn a degree, the prospective candidate must begin to plan early. He should register with the Teacher Certification Program before the middle of his Sophomore year, and should seek assistance in planning his future program from the TCP coordinator and from a member of his major department. He may want to consider attending at least one Summer Session in order to relieve the pressures of the Senior year, when practice teaching will claim a large share of his time and energy.

Those who wish to enroll in the curriculum-and-methods/practice teaching sequence must apply for admission before February 15 of the Junior year. Application forms are available in the TCP office.

Courses Approved for Certification

The following courses may be counted toward fulfillment of Massachusetts cer-

tification requirements. * Starred courses are especially recommended.

Economics 141	Economic Literacy
English 252	Advanced Composition
English 374	Principles and Methods of Literary Criticism
English 375	History of the English Language
French 362	The Theme of Education in French Literature
History 403	Seminar in European History
History 404	Seminar in American History
History 325	American Social History from the Civil War to the Present
*Philosophy 281	Philosophy of Education
Psychology 237	Developmental Psychology
*Psychology 239	Educational Psychology
Psychology 250	Theories and Fundamental Issues of Learning

The electives below are open only to Seniors who have completed two or more certification courses and who have been admitted to the Teacher Certification Program. All include full days of practice teaching, five days a week, for a period of 10 weeks, under the supervision of experienced teachers and University faculty. Students will find it mandatory to carry a reduced course load during the semester of practice teaching.

Each of the courses listed below is a 9-credit block. Each department determines the amount of credit (if any) granted toward the major. Students are advised to consult their major department concerning distribution of credit and scheduling of practice teaching.

Art 386	Methods and Practice Teaching of Art in Secondary Schools
Biology 386	Methods and Practice Teaching of Biology in Secondary Schools
Classics 386	Methods and Practice Teaching of Latin in Secondary Schools
English 386	Methods and Practice Teaching of English in Secondary Schools
French 386	Methods and Practice Teaching of French in Secondary Schools
German 386	Methods and Practice Teaching of German in Secondary Schools
Italian 386	Methods and Practice Teaching of Italian in Secondary Schools
Mathematics 386	Methods and Practice Teaching of Mathematics in Secondary Schools
Music 386	Methods and Practice Teaching of Music in Secondary Schools
Physical Science 386	Methods and Practice Teaching of Physical Science in Secondary Schools
Russian 386	Methods and Practice Teaching of Russian in Secondary Schools
Social Sciences 386	Methods and Practice Teaching of Social Sciences in Secondary Schools
Spanish 386	Methods and Practice Teaching of Spanish in Secondary Schools
TCP 390	Methods and Practice Teaching in Elementary Education

Students in departments not listed should consult with their departments to determine if such courses are to be offered.

Urban Social Service

The Urban Social Service Concentration is designed for dedicated students who wish, beginning in their freshman year, to major in sociology as preparation for a child-serving career in an urban setting. Students in this program take specially created sections of the sociology course offerings which coordinate their course work with field placement activity. Such students are expected to intern in a variety of social service agencies such as schools, hospitals, child guidance centers, recreational centers and other community agencies.

Entering freshmen interested in applying for the social service concentration should write to the Chairman of the Sociology Department.

ANTHROPOLOGY

COLLEGE I

Barbara Ayres, Ph.D., Associate Professor of Anthropology and Chairman of Anthropology, College I; Thomas Hearne, B.A., Paul DeVore, M.A., Instructors in Anthropology.

COLLEGE II

David Landy, Ph.D., Professor of Anthropology and Chairman of Anthropology, College II; Golamreza Fazel, Ph.D., Assistant Professor of Anthropology; Charles Nelson, M.A., Instructor in Anthropology; Lucille Kaplan, M.A., Part-time Instructor in Anthropology.

Course Offerings

(3 hours, 3 credits each unless specified)

122 (I, II) INTRODUCTION TO ANTHROPOLOGY

An introduction to general anthropology, emphasizing biological and cultural evolution, primate and human biology and behavior. The nature of culture, including forms of shelter, clothing, ornament, art, handicrafts, religion, and political, juridical, economic, and social organization.
3 hours, 4 credits Staff

Prerequisites: All advanced Anthropology courses (200 level and above) require as a prerequisite Introductory Anthropology (An 122), or permission of instructor.

220 WORLD PREHISTORY I

From the origins of human culture to the agricultural revolution. Relationships between biological evolution and culture change in the Lower and Middle Pleistocene, and the development and spread of hunting-and-gathering societies in the Upper Pleistocene and Recent. Mr. Nelson

221 WORLD PREHISTORY II

From the Neolithic through the rise of cities. The origins of plant and animal domestication, the characteristics and spread of Neolithic societies, and the rise of city-states in the New and Old Worlds.
Mr. Nelson

225 MAN IN PREHISTORY

Human evolution and man's early cultural development. Integrates biological anthropology and prehistoric archeology. Emergence of hominids and living varieties of man. Analysis of cultural growth.
Mrs. Kaplan, Mr. Nelson

236 (I) COMPARATIVE ETHNOLOGY

The wide range of cultural variation to be found in different world regions. Intensive comparative analysis of representative cultures and social structures. Mrs. Ayres

237 METHODS OF CROSS-CULTURAL RESEARCH

An introduction to the theory and method of cross-cultural research. Practice in the design and implementation of a limited cross-cultural study. Mrs. Ayres

240 (I, II) PEASANT SOCIETY

The general features of peasant life as lived by 80 percent of the world's peoples. The distinctive social-cultural forms of peasant organization in different world regions.
Mr. DeVore

241 (I, II) MEDICAL ANTHROPOLOGY

Man's ecological adaptations to disease and illness considered in prehistorical, historical, and transcultural perspective. Medical systems considered as cultural and social systems related intimately to social structure, religion, economics, and other aspects of a society's way of life. Mr. Landy

242 POLITICAL ANTHROPOLOGY

A comparative approach to preindustrial and non-Western political organization considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision-making, etc., typologies of political systems; dynamics of change in light of theories of political change, archaic rebellions, etc. Mr. Hearne

244 ECONOMIC ANTHROPOLOGY

Peasant and preindustrial (nonmonetized, non-Western) economic systems. The relationships between economy and sociocultural systems. Mr. Fazel, Mr. Hearne

259 CULTURES OF EUROPE

Anthropological approaches to the study of European societies and cultures based primarily on the description and analysis of small local communities, their internal social organization, and their external relations with the national state. Mr. Hearne

260 CULTURES OF MIDDLE EAST

Survey of Middle Eastern ethnology. An anthropological approach to the contemporary Middle East, with emphasis on nomadic and peasant populations. Mr. Fazel

268 CULTURES OF MESOAMERICA

Survey of Mesoamerican ethnology. Social change in modern Mesoamerica; the modernization process and its relation to rural society; urbanization and the development of contemporary elites. Mr. DeVore

269 THE PREHISTORY AND ETHNOHISTORY OF MESOAMERICA

From Formative to Post-Classic times; the Spanish Conquest and subsequent acculturation among Indian peoples, Europeans and Africans in Mesoamerica. The natural, indigenous, and linguistic culture areas. Sequel to Anthropology 268.
Prerequisite: Anthropology 121 Staff

270 PSYCHOLOGICAL ANTHROPOLOGY

The relationships between culture and the person, psychological factors in culture and society, and cultural factors in personality. The cultural channeling of individual temperament. Mrs. Ayres, Mr. Landy

389 (I, II) SPECIAL TOPICS SEMINAR

Intensive study of special topics, varying each year according to instructor. Staff

391 (II) ANTHROPOLOGICAL THEORY

Survey of the major theoretical positions in social and cultural anthropology, with special reference to contemporary approaches to problems of structure, function and process. Staff

399 (I, II) DIRECTED STUDY IN ANTHROPOLOGY

Students may be invited by the Department to conduct independent research during the senior year. Supervision and guidance provided by the staff. Staff

RELATED COURSES:

Psychology 270, (I, II) Social Psychology
Social Sciences 131 (I) Introduction to Social and Political Analysis
Social Sciences 226 (II) The Politics and Sociology of Ecology
Social Sciences 300 (I, II) Communications and Opinion

ART

COLLEGE II

Bates Lowry, Ph.D., Professor of Art and Chairman of Art, College II; Renee M. Arb, Ph.D., Associate Professor of Art; Robert Knott, Ph.D., Andrew Ramage, Ph.D., Assistant Professors of Art; Harold Thurman, M.A., Steven Trefonides, Resident Artists; Zirka Zaremba, M.A., Instructor in Art; Susan Bush, Ph.D., Daniel McCall, Ph.D., Lecturers in Art.

Graduation Requirements

Majors in Art are required to take one introductory level course in both art history and creative work and a minimum of eight advanced courses which collectively provide a distribution among historical styles and media acceptable to a Departmental adviser. With permission of the Department, honors students may substitute a senior thesis for one or two of the advanced courses.

Course Offerings

(3 hours, 3 credits each, unless specified)

CREATIVE ART

121 (I, II) VISUAL FUNDAMENTALS

Development of visual awareness through projects, lectures, discussions which use the camera and other media as a means of establishing new and creative relationships with a visual environment.
4 hours, 3 credits Staff

131 (I) BASIC DESIGN

The elements of visual form organized on the two-dimensional plane; line, shape, volume, color, texture, etc. Exercises, lectures and discussions dealing with color theory and phenomena, space perception, composition, and form-content relationships.
4 hours, 3 credits Mr. Thurman

132 (II) THREE-DIMENSIONAL DESIGN

The fundamental visual elements of three-dimensional form. Material/tactile qualities, mass, volume, kinetics, and their structural organization explored.
4 hours, 3 credits Mr. Thurman

133 (I, II) INTRODUCTORY DRAWING

Basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of man and his environment. Problems in still life, landscape and life drawing.
4 hours, 3 credits
Mr. Trefonides, Mr. Thurman

233 (II) WORKSHOP IN DRAWING

Problems in a number of drawing media (ink, charcoal, pencil, chalk, etc.) approached through work with still-life, landscapes, and the human figure.
4 hours, 3 credits
Prerequisite: Permission of instructor
Staff

235 (I), 236 (II) WORKSHOP IN PAINTING

Problems in the various painting media (oil, opaque, watercolor, acrylics) working from still-life, figure and landscape.
4 hours, 3 credits
Prerequisite: Permission of instructor
Mr. Trefonides

335 (I), 336 (II) SENIOR WORKSHOP IN PAINTING

Advanced work in painting; a continuation of concern with materials and techniques begun in Art 235, 236.
4 hours, 3 credits
Prerequisite: Permission of instructor
Mr. Thurman

HISTORY OF ART

101 (I, II) 102 (I, II) INTRODUCTION TO THE HISTORY OF ART

A survey of the major periods of national and individual styles in painting, sculpture and architecture from antiquity to the 20th century, with analysis of original material in the local museums.
3 hours, 4 credits Staff

111 (I, II) INTRODUCTION TO THE LANGUAGE OF ART

The nature of form, content, technique, and style in painting, sculpture, architecture and graphic arts. Designed to sharpen the student's response to original works. Museum meetings alternated with lecture/discussions on key problems.
3 hours, 4 credits Staff

203 (I) THE ART OF GREECE

Greek art from the geometric through the Hellenistic periods, with the development of sculpture as the central theme.
Mr. Ramage

204 THE ART OF ROME

The painting, sculpture, and architecture of Rome and the Provinces from the Republican era to Constantine the Great; the influence of the emperors as a unifying element.
Mr. Ramage

205 INTRODUCTION TO ITALIAN RENAISSANCE PAINTING

The creation and flowering of the early Renaissance style in Florence. Masaccio, Fra Angelico, Piero della Francesca, Botticelli and Leonardo da Vinci, among others; their relationship to the different esthetic and intellectual responses in the various local centers. Miss Arb

206 ITALIAN RENAISSANCE PAINTING: THE GOLDEN AGE

A definition of High Renaissance classicism and of the particular form the style took in Rome and Venice in the first three decades of the 16th century. Concentration on the careers of Raphael, del Sarto, Michelangelo, Giorgione, Titian and Correggio, with reference to relevant lesser personalities.
Miss Arb

207 NORTHERN ART FROM PUCELLE TO DUERER

An overview of the major trends and individual artists appearing in Northern Europe from the 14th to the 16th centuries. The development and interrelationships of such important figures as van Eyck, van der Weyden, Bosch, Grunewald, Bruegel, Duerer and Claus Sluter. Miss Zaremba

209 ART OF THE BAROQUE

A panorama of the visual arts of Italy, Spain, France, Holland and England considered in relation to the expanded social and geographical horizons of the 17th century.
Miss Zaremba

221 19TH CENTURY ART

A broad survey of the visual arts stressing the vigorous counterpoint of esthetic and

social forces during a century of dynamic change. Emphasis on European painting.
Mr. Knott

222 20TH CENTURY ART

An introduction to the multiple innovations of style, theory, materials and techniques in the art of this century, and to the leading European painters and sculptors. Concentration on the first four decades when cubism, expressionism, fauvism and surrealism were developed. Mr. Knott

223 ASPECTS OF BUDDHIST ART

A comparative survey of Buddhist architecture, sculpture, and painting with material which ranges from the rock-cut caves of India to the Zen ink paintings of Japan. Illustrates the development of Buddhist doctrines in Asia. Mrs. Bush

225 (I, II) INDIAN ART AND ITS INFLUENCE

The sculpture, architecture, and painting of India and their influence in the Far East and Southeast Asia, including an introduction to the religious background of Buddhism and Hinduism. Mrs. Bush

226 CHINESE PAINTING

The evolution of Chinese painting into a unique art form and its theory and social implications. Mrs. Bush

227 (I) THE ART OF AFRICA

An introduction to the African arts (especially carved figures, masks, rock and wall paintings, textiles and ritual objects) in relation to the ethnic background as well as esthetic expression. Art historical problems within the continent and the impact of African forms on other cultures of the 19th and 20th centuries. Mr. McCall

228 AMERICAN PAINTING AND SCULPTURE

Concentrates on the period between the Armory Show (1913) and the present. Discussion of major 19th century American artists and their relationship to currents of European art and taste. Mr. Knott

229 FAR EASTERN PAINTING

The relationship of Chinese and Japanese painting, stressing the special characteristics of each. Scroll paintings, screen, and Japanese prints are discussed. Mrs. Bush

241 (I) ORIGINS AND DEVELOPMENT OF WESTERN ARCHITECTURE

The evolution of architecture from its beginnings in Mesopotamia, Egypt and Greece through its development in the Renaissance and Baroque periods, with special attention to the relation of man and environment, the articulation of space, and the theory of architectural design. Staff

242 (II) MODERN ARCHITECTURE

Problems in the theory of architectural design during the era of Romantic Classicism and the evolution of new potentials in the 19th century. The role of technology, new structural solutions, methods of construction, and the development of new conceptions of space for contemporary buildings. Staff

303 FRENCH ART, 1500–1800

Selected problems in the development of a national art style during the creation of an absolutist form of government.
Prerequisite: Permission of instructor
Mr. Lowry

304 CLASSICAL PAINTING

The style and technique of Greek vase painting, wall painting and easel painting, with emphasis on literary tradition.
Prerequisite: Permission of instructor
Mr. Ramage

308 (I) MANNERISM IN THE VISUAL ARTS, 1520–1600

An exploration of the new style developed in Italy in reaction to Raphael's classicism which spread to Northern Europe between the High Renaissance and the Baroque. Form, theory and content in relation to the social crises of the Reformation and the Counter-Reformation. The 'psychology' of Mannerism and its relationship to the modern age.
Prerequisite: Permission of instructor
Miss Arb

309 MASTERS OF BAROQUE PAINTING

A detailed examination of the work of six masters: Caravaggio, Velasquez, Poussin, Rubens, Rembrandt and Vermeer.
Prerequisite: Permission of instructor
Staff

310 BERNINI, BORROMINI AND PIETRO DA CORTONA

The impact of Italian High Baroque style and theory on European taste of the 17th and 18th centuries, culminating in the north-

ern Baroque of Germany and Austria and the French Rococo.
Prerequisite: Permission of instructor
Staff

311 THE CLASSICAL TRADITION IN WESTERN ART

The Greco-Roman tradition in art and philology in periodic re-appearances or revivals of classical style and theory from the Middle Ages through the period of the First Empire in France.
Prerequisite: Permission of instructor
Miss Arb

321 SOURCES OF 20TH CENTURY PAINTING

A study of Cezanne, Van Gogh and Gauguin, the Symbolists and Art Nouveau, and the late 19th century break with the artistic premises of the Renaissance.
Prerequisite: Permission of instructor
Mr. Knott

322 EUROPEAN PAINTING AND SCULPTURE, 1925–1940

Specific themes developed in this fifteen year period by the painters Picasso, Klee, Miro, Ernst, and the sculptors Brancusi, Moore, Arp and Lipchitz will be explored to show the relationship between the work of art and contemporary ideas in psychology, anthropology, and primitive mythology.
Prerequisite: Permission of instructor
Mr. Knott

386 METHODS AND PRACTICE TEACHING OF ART IN SECONDARY SCHOOLS

The issues, principles and methods of teaching art in the schools. Supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program.
Staff

391 (I) SEMINAR IN GRAPHIC ART

A close examination of original prints designed to develop knowledge of the technical processes (woodcut, engraving, etching, lithography) and their evolution, and to introduce the student to criteria of connoisseurship. Concentration on the leading masters such as Mantegna, Duerer, Rembrandt, Blake and Goya. Meetings in the Musem of Fine Arts, the Boston Public Library and the Fogg Museum.
Preference given to senior art majors. Staff

394 (II) SCULPTURE: FORM AND MEANING

An intensive study of the special qualities of the art of sculpture: types, techniques, function, iconography and style explored in lectures, discussions and field trips.
Preference given to senior art majors.
Miss Arb

395 (I), 396 (II) SPECIAL PROBLEMS

Independent investigation of a special area under the supervision of a qualified professor. Open only to a very limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisite: Permission of instructor and Department Chairman Staff

Available for additional credit in Art:

History 207 (II) INTRODUCTION TO CLASSICAL ARCHEOLOGY

Offered jointly by the Art and History Departments. A survey of the art, archeology and history of Bronze Age Greece and Asia Minor. Introduction to the methods and aims of archeology and to the geographical and historical background of the period. The major area cultures: the Minoan civilizations, Mycenaean Greece, Troy and the Hittite Empire.
Prerequisite: Junior standing or Departmental approval Mr. Foss, Mr. Ramage

BIOLOGY

COLLEGE I

FUAD M. SAFWAT, PH.D., Associate Professor of Biology and Chairman of Biology, College I; LAWRENCE KAPLAN, PH.D., HERBERT LIPKE, PH.D., Professors of Biology; RICHARD WHITE, PH.D., Associate Professor of Biology; BETTINA HARRISON, PH.D., JEREMY J. HATCH, PH.D., CHRISTINE KIBEL, PH.D., STANLEY KRANE, PH.D., BRUCE MENGE, PH.D., JONATHAN ROUGHGARDEN, PH.D., EDNA SEAMAN, PH.D., Assistant Professors of Biology; VORSILA BOHRER, PH.D., PRISCILLA DOFF, B.S., Lecturers in Biology.

COLLEGE II

JOHN A. FREEBERG, PH.D., Associate Professor of Biology and Chairman of Biology, College II; NEVIN WEAVER, PH.D.,

Professor of Biology; Ruth R. Bennett, Ph.D., Associate Professor of Biology; Stuart W. Bradford, Ph.D., Elizabeth A. Davis, Ph.D., Lorraine L. Larison, Ph.D., Martha (Bethell) Mateo, Ph.D., Kenneth Nealson, Ph.D., John Schultz, Ph.D., Claire Van Ummersen, Ph.D., H. Garrison Wilkes, Ph.D., Assistant Professors of Biology; Richard Stone, M.A., Wesley Tiffney, M.S., Instructors in Biology.

Graduation Requirements

All students who major in biology take certain basic courses in science and mathematics, but should recognize that there are different ways to complete the major.

Majors may take Biology 101–102, one year of Chemistry for science majors, one year of Physics, one year of Mathematics, preferably calculus, and three 2-semester courses in advanced biology (211–2, 241–2, 271–2).

In place of one of the three advanced biology courses, equivalent credits in advanced chemistry, especially organic or physical chemistry, or in advanced physics or mathematics may be presented. Students must consult with their major adviser to determine which of the advanced courses to be taken outside of the Biology Department are acceptable.

Exemption from Introductory Biology

Students may satisfy the Biology Department majors requirement for elementary biology (Biology 101–102 or 101–104) and/or one year of the natural sciences core requirement through a special qualification program in Biology. Interested students who have a strong background in secondary school biology should 1) contact the Biology Department for an interview and 2) take a written examination in biology to be offered prior to registration for the fall term. On the basis of the interview and the examination the student may be granted exemption from Biology 101 and 102 or Biology 101–104.

Course Offerings

(3 hours, 3 credits each, unless specified)

101 (I) GENERAL BIOLOGY

An integrated course stressing the principles of biology. Life examined at the molecular, cellular, organismal and population level and structure considered in relation to function of biological principles. Emphasis on evolution as the major unifying principle of biology.
3 hours lecture, 3 hours laboratory, 4 credits
Staff

102 (II) GENERAL BIOLOGY

Continuation of Biology 101, intended for students majoring in biology and other natural sciences.
3 hours lecture, 3 hours laboratory, 4 credits
Prerequisite: Biology 101 Staff

104 (II) HUMAN BIOLOGY

Continuation of Biology 101, intended for non-science majors. Genetics, evolution, physiology and population biology of the human organisms. Biological aspects of current social problems.
3 hours lecture, 3 hours laboratory and discussion, 4 credits
Prerequisite: Biology 101 Staff

211 (I), 212 (II) BIOLOGY OF ORGANISMS

The major group of protists, plants and animals studied to elucidate the principles of reproduction, growth, development, maintenance, integration and responses to the environment.
3 hours, 6 hours laboratory, 5 credits
Prerequisite: Biology 102 Staff

213 (I), 214 (II) BIOLOGY OF ORGANISMS LECTURE

The lecture portion of Biology 211–212.
Prerequisite: same as Biology 211, 212 Staff

241 (I) BIOLOGY OF POPULATIONS

Principles of heredity in animals (including man) and plants, cytogenetics and population genetics. Introduction to natural selection and evolution; speciation of animals. Field trips, laboratory experiments in genetics, introduction to statistics and computers.
3 hours lecture, 6 hours laboratory, 5 credits
Prerequisite: Biology 102 or permission of instructor. Staff

242 (II) BIOLOGY OF POPULATIONS

A continuation of Biology 241. Mechanisms

of speciation in plants. Population ecology: Mathematical theory and examples of population dynamics of competition, predation, and other population interactions. (Knowledge of calculus helpful but not required.) Ecology of biological communities: community structure (*e.g.*, trophic webs, energy flow, species diversity, succession) and control mechanisms. Biogeographical theory and pattern. Individual field and/or laboratory projects, class field trips.
3 hours lecture, 6 hours laboratory, 5 credits
Prerequisite: Biology 241 or permission of instructor Staff

243 (I) BIOLOGY OF POPULATIONS LECTURE

The lecture portion of Biology 241.
Prerequisite: same as Biology 241 Staff

244 (II) BIOLOGY OF POPULATIONS LECTURE

The lecture portion of Biology 242.
3 credits
Prerequisite: Biology 241 or 243 or permission of instructor Staff

271 (I), 272 (II) BIOLOGY OF CELLS

The cytology and fine structure of cells in relation to the production of energy for growth and reproduction. The chemistry of the life process considered in detail as a tool for inquiry into current problems in biology. The specialization of cells and their integration in tissues.
3 hours lecture, 6 hours laboratory, 5 credits
Prerequisite: Biology 102, Chemistry 153–154 or 155–156. Chemistry 153 or 155 may be taken simultaneously with Biology 271. This last requirement may be waived in unusual circumstances with the consent of the staff. Staff

273 (I), 274 (II) BIOLOGY OF CELLS LECTURE

The lecture portion of Biology 271–272.
Prerequisite: same as Biology 271–272.
Staff

350 FIELD BIOLOGY ON NANTUCKET (Summer)

Requires written reports on original research projects on the field biology of Nantucket Island. Meets each weekday from late July through August at the University's Research Center on Nantucket. Lectures, seminars and individual consultations arranged. Mainland students live at the Center and are responsible for modest expenses.
6 credits
Prerequisite: Biology 102 and permission of instructor Staff

351 (I), 352 (II) SPECIAL TOPICS

Detailed study of a specialized field of biology. Several topics may be offered each semester.
1 hour, 1 credit
Prerequisite: Permission of instructor Staff

386 (I, II) METHODS AND PRACTICE TEACHING OF BIOLOGY IN SECONDARY SCHOOLS

The issues, principles and methods of teaching Biology in the schools. Supervision and critique of practice teaching. Biology majors are advised to check scheduling practice teaching with department.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program
Staff

390 (I), 391 (II) INDEPENDENT STUDY

Laboratory or library research under the guidance of a faculty adviser, resulting in a thesis presented to the Biology staff. Usually taken by candidates for honors in biology and other qualified students who meet departmental requirements for independent study. Interested students should apply to the Honors and Special Courses Committee of the Biology Department during the middle of the second semester of their Junior year.
1 to 3 credits
Prerequisite: Cumulative average of 2.5 or better; completion of at least two semesters of one of the advanced biology courses with a 3.0 average or better Staff

CHEMISTRY

COLLEGE I

Thomas N. Margulis, Ph.D., Associate Professor of Chemistry and Chairman of Chemistry, College I; Ernest I. Becker, Ph.D., Professor of Chemistry; Hans van Willigen, Ph.D., Associate Professor of Chemistry; Joseph S. Alper, Ph.D., Joseph E. Knoll, Ph.D., Walter E. Weibrecht, Ph.D., Assistant Professors of Chemistry; Frederick W. Snyder, Jr., B.S., Lecturer in Chemistry.

COLLEGE II

Leverett J. Zompa, Ph.D., Associate Professor of Chemistry and Chairman of Chemistry, College II; J.-P. Anselme, Ph.D., Chi-Hua Wang, Ph.D., Professors of Chemistry; Robert I. Gelb, Ph.D., Daniel A. Laufer, Ph.D., Lowell M. Schwartz, Sc.D., Associate Professors of Chemistry; H. Michael Widmer, Ph.D., Assistant Professor of Chemistry; Kenneth Cerny, B.S., Instructor in Chemistry.

Graduation Requirements

Chemistry majors will take a basic group of courses in chemistry, mathematics and physics which will satisfy usual requirements appropriate to preprofessional training in chemistry or teaching or to certain interdisciplinary fields of study.

All majors in chemistry are required to take Chemistry 103–04, 153–54, 213–14, 321, 370; Mathematics 105–06; and Physics 111–12. Students intending graduate study in chemistry should elect German or Russian to fulfill their language requirement and should take 4 courses among advanced chemistry courses, physics beyond 112, or mathematics beyond 106. Also, such students are strongly urged to take Thesis 397–98. Students with interest in the life sciences, including medicine, may select appropriate biology courses and/or biochemistry. Students interested in the teacher certification program should begin their teacher training courses in the junior year as part of their distribution options.

Course Offerings

(3 hours, 3 credits each, unless specified)

101 (I, II) CHEMICAL SCIENCE I

First semester of a one-year introductory course for non-science majors. The basic principles of atomic structure, molecular structure and chemical change. Topics include atomic theory, the periodic table, chemical bonding and thermochemistry.
3 hours lecture, 1 hour recitation, 4 credits
Mr. Margulis, Mr. Weibrecht and Staff

102 (II) CHEMICAL SCIENCE II

Systematic descriptive chemistry and the chemistry of biological substances.
3 hours lecture, 1 hour recitation, 4 credits
Prerequisite: Chemistry 101
Mr. Margulis, Mr. Weibrecht and Staff

103 (I, II) CHEMICAL PRINCIPLES I

Introduction to the fundamental principles of chemistry including structure, the periodic table of the elements, chemical bonding and molecular structure, states of matter based on kinetic theory, chemical kinetics, equilibria, and elementary thermodynamics. Laboratory work presents an introduction to methods of quantitative chemical techniques.
2 hours lecture, 1 hour recitation
3 hours laboratory, 4 credits
Mr. Zompa and Staff

104 (II) CHEMICAL PRINCIPLES II

Introduction to electrochemistry, oxidation-reduction reactions, acid-base systems, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis.
2 hours lecture, 1 hour recitation
3 hours laboratory, 4 credits
Prerequisite: Chemistry 103
Mr. Zompa and Staff

153 (I), 154 (II) ORGANIC CHEMISTRY

An intensive survey of the synthesis and properties of the main classes of organic compounds including mechanistic discussions of their reactions. Laboratory illustrates the preparation, purification and identification of organic compounds by classical experimental methods with an introduction to modern purification, analytical and instrumental techniques.
3 hours, 3 hours laboratory, 4 credits
Prerequisite: Chemistry 104 Mr. Wang

155 (I), 156 (II) INTRODUCTION TO ORGANIC CHEMISTRY

A survey of the synthesis and properties of the main classes of organic compounds including mechanistic discussions of their reactions. Special topics in natural products and processes Laboratory same as Chemistry 153–154. Primarily for Biology majors.
3 hours, 3 hours laboratory, 4 credits
Prerequisite: Chemistry 104 Mr. Becker

213 (I), 214 (II) PHYSICAL CHEMISTRY AND LAB

The fundamental theories and laws of physical chemistry. Topics include states of matter, thermodynamics, phase equilibria, the structure of matter, and chemical kinetics.

Laboratory work illustrates lecture principles and provides practice in modern physical-chemical methods of experimentation.
3 hours, 3 hours laboratory, 4 credits
Prerequisite: Chemistry 104, Math 106, Physics 112; Chemistry 213 before 214
Mr. Alper, Mr. Knoll

217 (I) PHYSICAL CHEMISTRY FOR BIOLOGY MAJORS

Principles of physical chemistry for advanced work in Biology and Biochemistry. Emphasis on equilibrium processes based on thermodynamic fundamentals and on the principles of rate processes.
Prerequisite: Chemistry 104, Physics 102 or 112, Mathematics 105. NOTE: Credit cannot be received for both Chemistry 213–214 and Chemistry 217. Mr. Schwartz

315 (I) TOPICS IN PHYSICAL CHEMISTRY

Topical discussions, each based on elementary principles studied in Chemistry 213–14 and progressing toward recent developments in the field.
Prerequisite: Chemistry 214
Physical Chemistry Staff

321 (I) ANALYTICAL CHEMISTRY

Detailed discussion of chemical equilibrium. Analytical applications of electrometric, chromatographic, and spectrometric methods.
2 hours, 6 hours laboratory, 4 credits
Prerequisite: Chemistry 104
Mr. Gelb and Mr. Widmer

351 (I) ORGANIC QUALITATIVE ANALYSIS

Theory and practice in organic compound separation and identification employing classical and instrumental methods.
1 hour lecture, 6 hours laboratory, 3 credits
Prerequisite: Chemistry 154 or 156
Mr. Anselme

354 (II) INTRODUCTORY BIOCHEMISTRY

Structure, chemistry and metabolism of nucleic acids, proteins and carbohydrates.
Prerequisite: Chemistry 154 or 156 or equivalent Mr. Laufer

355 (I) TOPICS IN ORGANIC CHEMISTRY

Senior-level discussion of selected topics in organic chemistry.
Prerequisite: Chemistry 154
Corequisite: Chemistry 351
Mr. Anselme, Mr. Becker, Mr. Laufer, Mr. Wang

361 (II) ANALYTICAL INSTRUMENTATION

Principles and use of instrumental methods in analysis. Topics in electronics, electrochemistry, spectroscopy, flamephotometry, mass spectrometry, NMR.
3 hours, 3 hours laboratory, 4 credits
Prerequisite: Chemistry 214 Mr. Gelb

370 (II) INORGANIC CHEMISTRY

Discussion of the fundamental principles of modern inorganic chemistry. Laboratory includes synthetic techniques and methods of characterization of inorganic compounds.
2 hours, 6 hours laboratory, 4 credits
Prerequisite: Chemistry 104, 154, and either 213 or 217 Mr. Carter, Inorganic Staff

395 (I), 396 (II) ADVANCED LABORATORY IN CHEMISTRY

Special laboratory topics in chemistry.
12 hours laboratory, 4 credits
Prerequisite: Chemistry 214 Staff

397 (I), 398 (II) SENIOR THESIS IN CHEMISTRY

Original investigation by the student under the guidance of a faculty adviser. An oral resumé before the Chemistry staff is required.
12 hours laboratory, 4 credits
Prerequisite: Chemistry 214 Staff

Related Course

PHYSICAL SCIENCE 386
METHODS AND PRACTICE TEACHING OF PHYSICAL SCIENCE IN SECONDARY SCHOOLS

Master's Degree Program

701 (I) CHEMICAL DYNAMICS I

Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms. Staff

702 (II) CHEMICAL DYNAMICS II

Three or four selected topics of interest to students and staff involved. Typical subjects: molecular transport processes and the kinetic theory; photochemistry and excitation transfer processes; surface and electrode rate processes; particle collision dynamics and reactivity; irreversible thermodynamics; interaction of radiation and matter; and molecular state transitions. Staff

711 (I) CHEMICAL STRUCTURE I

Structure determination and theory. Three or four molecules of interest to the students

and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
3 hours class and laboratory Staff

712 (II) CHEMICAL STRUCTURE II
In tutorial form. Individual students study advanced structure topics with appropriate staff members. Staff

721 (I) CHEMICAL SYNTHESIS I
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems. Staff

722 (II) CHEMICAL SYNTHESIS II
The synthesis and characterization of a number of representative organic and inorganic compounds.
6 hours laboratory Staff

900 MASTER'S THESIS
10 credits maximum Staff

925 (I), 926 (II) SEMINAR
1 credit Staff

CLASSICS

COLLEGE II

George Koniaris, Ph.D., Associate Professor of Classics and Chairman of Classics, College II; Reneta Poggioli, Ph.D., Associate Professor of Classics; Anne Michelini, Ph.D., Assistant Professor of Classics; Blaise Nagy, M.A., Frank J. Nisetich, M.A., John Shea, M.A., Rosemary B. Tobin, M.A., Instructors in Classics.

Graduation Requirements

Classics Major

Students majoring in Classics are expected to have a total of 30 credits; two courses each in Greek and Roman literature, plus Greek 241–42, and Classics 331–32 or its equivalent.

It is recommended that all majors in the Classics Department elect two courses in Ancient History or Greek Philosophy, or Greek and Roman Art, according to their objective.

At the end of their Senior year, students will take a General Examination on language proficiency and in a chosen field of literature.

A student standing for honors may choose to write an honors thesis on a subject approved by an instructor (see Classics 261).

Greek Major

Students majoring in Greek are expected to have a minimum of 24 credits in Junior-Senior level courses: four courses in Greek Literature, two in Greek Composition and two in Classics 331–332 or its equivalents (2 semesters of Ancient History or 2 semesters of Ancient History of Art). They will also have to take at least one year of the Latin language. This minimum of 24 units will be equal to eight courses. Requirements for the Greek major are: 2 semesters Greek Composition (GR 241–242); 4 semesters Greek Literature (GR 231–232, GR 233–234, GR 235–236); 2 semesters of Greek and Roman Civilization (CL 331–332) or 2 semesters Ancient History or 2 semesters Ancient History of Art (the latter two courses are taught by the History Department and the Art Department respectively); 2 semesters Elementary Latin (LA 111–112).

Latin Major

Students majoring in Latin are expected to have a minimum of 24 credits in Junior-Senior level courses (four courses in Literature, two in Composition, two in Classics 331–32 or its equivalent). They are also required to take at least one year of the Greek language, preferably in their Freshman-Sophomore years.

Course Offerings

(3 hours, 3 credits each, unless specified)

CLASSICS IN TRANSLATION

111 GREEK AND ROMAN EPIC POETRY
Lectures on the Greek and Roman epics with

reading and class discussion of *Iliad, Odyssey,* and *Aeneid.*
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Nisetich

112 GREEK AND ROMAN RELIGION AND MYTHOLOGY

An introduction to the study of Greek and Roman religion and mythology and emphasis on the Greek and Roman myths and legends that have an important place in European and American literature and art.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Nisetich

121 GREEK AND ROMAN TRAGEDY

Lectures on Greek and Roman tragic drama with readings and class discussion of plays of Aeschylus, Sophocles, Euripides, and Seneca.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Nisetich

122 GREEK AND ROMAN COMEDY

Lectures on Greek and Roman comic drama with readings and class discussions of the plays of Aristophanes, Menander, Plautus, and Terence.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Nisetich

261, 262 HONORS THESIS

A substantive review of a subject approved by the individual instructor.
6 credits
Prerequisite: permission of department and sophomore standing Staff

331 (I), 332 (II) GREEK AND ROMAN CIVILIZATIONS

A survey of the literature, philosophy and art of Greece and Rome in their historical setting. All readings in English.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mrs. Poggioli

386 METHODS AND PRACTICE TEACHING OF LATIN IN SECONDARY SCHOOLS

The issues, principles and methods of secondary school teaching of Latin. Supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program
Mrs. Tobin

392 WOMEN IN GREEK AND ROMAN LITERATURE; REFLECTIONS OF A DIVIDED SOCIETY

Readings in English translation of works of Greek and Roman literature dealing with women and their place in society.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mrs. Michelini

394 LITERARY CRITICISM IN ANTIQUITY

Readings in English translation of works of Greek and Roman literature dealing with criticism.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mrs. Michelini

398 INDEPENDENT STUDY

Selected research topics organized in consultation with individual students.
3 credits, weekly conferences
Prerequisite: Permission of instructor and Department Chairman

GREEK

111 (I), 112 (II) ELEMENTARY GREEK

Fundamentals of the Greek language.
3 hours, 4 credits Staff

121 (I), 122 (II) INTERMEDIATE GREEK

Continued study of grammar and syntax. Readings include Plato's *Apology* and selections from other dialogues and from Homer's *Iliad.*
3 hours, 4 credits
Prerequisite: Greek 112 or equivalent Staff

231 (I), 232 (II) INTRODUCTION TO GREEK LITERATURE

Plato and the Greek Tragedians.
Prerequisite: Greek 121–122 Staff

233 (I), 234 (II) GREEK LITERATURE

Attic Orators: selections from Antiphon and Demosthenes; selections from Lysias and Isaeus.
Prerequisite: Greek 122 Staff

235 (I), 236 (II) GREEK LITERATURE

Greek Historians: selections from Herodotus and Xenophon; selections from Thucydides.
Prerequisite: Greek 122 Staff

241 (I), 242 (II) ADVANCED GREEK READING AND COMPOSITION

Review of Greek syntax; reading of literary works with a stress on dialectical differences. Translation from English and original composition.
Prerequisite: Greek 122 or equivalent Staff

LATIN

111 (I), 112 (II) ELEMENTARY LATIN

For students who have no creditable training in Latin. Intensive practice in language skills with introductory readings.
3 hours, 4 credits Staff

121 (I), 122 (II) INTERMEDIATE LATIN

Review of reading skills. Selective readings in Latin literature.
3 hours, 4 credits
Prerequisite: Latin 112 or equivalent Staff

231 (I), 232 (II) LATIN LITERATURE

Intensive readings of masterpieces of Latin literature, including epic poetry (Virgil), Catullus, and the Elegiacs.
Prerequisite: Latin 122 or equivalent Staff

233 (I), 234 (II) LATIN LITERATURE

Intensive study of Ovid's *Metamorphoses* and Tacitus' *Annals.*
Prerequisite: Latin 232 or equivalent Staff

235 (I), 236 (II) LATIN LITERATURE

Intensive study of Lucretius' *De Rerum Natura,* Cicero's *The Philosophical Work.*
Prerequisite: Latin 232 or equivalent Staff

237 (I), 238 (II) LATIN LITERATURE

Horace's *Odes* and *Satires,* and readings in the Roman Theatre, including works by Plautus, Terence and Seneca.
Prerequisite: Latin 232 or equivalent Staff

240 (II) LATIN LITERATURE: ROMAN SATIRE

Reading of selected satires of Juvenal, epigrams of Martial together with an analysis of *Cena Trimalchionis, Ludus de Morte Claudii* and selected inscriptions.
Prerequisite: Latin 122 or equivalent
Mrs. Tobin

241 (I), 242 (II) LATIN COMPOSITION

Composition; review of Latin syntax and structure; translations from English and original compositions.
Prerequisite: Latin 122 or equivalent Staff

ECONOMICS

COLLEGE I

Leonard Kirsch, Ph.D., Assistant Professor of Economics and Chairman of Economics, College I; Salvatore Schiavo-Campo, Ph.D., Associate Professor of Economics; Louis Esposito, Ph.D., David Podoff, Ph.D., Assistant Professors of Economics; John A. Tillman, M.S., Instructor in Economics.

COLLEGE II

Raymond G. Torto, Ph.D., Assistant Professor of Economics and Acting Chairman of Economics, College II; Harold Wolozin, Ph.D., Professor of Economics; Monique P. Garrity, Ph.D., Daniel A. Primont, Ph.D., Assistant Professors of Economics.

Graduation Requirements

All Economics majors are required to take Economics 141, 155 and 215–216 and 18 additional credits of Junior-Senior level courses. However, by permission of the Department up to 6 credits in related disciplines may be substituted for Economics courses. It should be noted that Economics 131 and Economics 263 are not considered to be Junior-Senior level courses.

Majors planning to go on to graduate study are advised to take Economics 251 and 252.

Majors with a cumulative average of at least 3.0 in both their overall work and in their major can, with the approval of the department, participate in an Honors Program (see Economics 390). Successful completion of the program will entitle the student to graduate with Honors in Economics.

Course Offerings

(3 hours, 3 credits each, unless specified)

131 (I, II) ACCOUNTING PRINCIPLES AND APPLICATIONS
A survey of the principles of accountancy with emphasis on their practical applications.
3 hours, 4 credits Staff

141 (I, II) ECONOMIC LITERACY
A broad introductory survey of economic principles and institutions. Emphasis on the role of economic principles in understanding and analyzing current economic problems.
3 hours, 4 credits Staff

155 (I, II) STATISTICAL METHODS
A non-calculus introduction to statistical analysis as a tool for decision-making in the social sciences. Descriptive statistics and statistical inference; emphasis on fundamental concepts and methods.
3 hours, 4 credits
Prerequisite: Mathematics 102 or equivalent
Staff

213 (I, II) THE ECONOMICS OF URBAN PROBLEMS
An economic analysis of urban areas and "urban problems." Emphasis on such problems as industrial and job location, poverty, residential migration and housing, transportation, and public finance among others.
Prerequisite: Economics 141 Mr. Torto

214 (I) RESEARCH IN URBAN PROBLEMS
The central problems of the megalopolis and the evolving techniques of coping with them.
Prerequisite: Economics 141 Staff

215 (I, II) ECONOMIC THEORY I: MACROECONOMICS
Analysis of the forces determining the level and structure of gross national output, and those government policies which attempt to affect economic activities in the United States.
Prerequisite: Economics 141 Staff

216 (I, II) ECONOMIC THEORY II: MICROECONOMICS
Analysis of consumer behavior, the theory of production, equilibrium of the firm and the industry, market structures, and the pricing of factors of production.
Prerequisite: Economics 141 Staff

217 (I) THE ECONOMICS OF THE PUBLIC SECTOR: PROBLEMS IN PUBLIC FINANCE
The incidence and effects of taxation, government expenditure programs, and public debt operations of Federal, State and local governments.
Prerequisite: Economics 215 Mr. Podoff

230 (I) THE ECONOMICS OF MONEY
The demand and supply of money and its effects on the American economy. Special emphasis will be put on Federal Reserve control of the supply of money through the commercial banking system. The implementation and efficacy of monetary policy and the debate between the monetarists and fiscalists will be studied.
Prerequisite: Economics 215 Mr. Torto

232 (I) INDUSTRIAL ORGANIZATION
A theoretical framework for the analysis and evaluation of the performance of American industry; examination of a group of American industries to illustrate usefulness of economic theory in explaining price and output policy; analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisite: Economics 216 Mr. Esposito

235 (I) INTERNATIONAL ECONOMICS
The theory of international trade; theory and practice of commercial policy; international finance: the balance of payments, adjustment mechanisms, and alternative monetary systems.
Prerequisite: Economics 141
Mrs. Garrity, Mr. Schiavo-Campo

236 (II) ECONOMIC DEVELOPMENT
The economic meaning of underdevelopment; evaluation of alternative 'strategies' for economic growth; the role played by different kinds of resources; interaction of the problems of the underdeveloped countries of Africa, Asia, and Latin America with the policies of the developed countries.
Prerequisite: Economics 141
Mrs. Garrity, Mr. Schiavo-Campo

237 (II) THE AFRICAN ECONOMY
Comparative analysis of the economic characteristic problems of sub-Sahara Africa.
Prerequisite: Economics 141 Mrs. Garrity

243 (II) ECONOMIC PROBLEMS AND PROSPECTS FOR BLACK AMERICA
Analysis of the economic problems confronting Black Americans with emphasis on ways and means of resolving them.
Prerequisite: Economics 141 Mrs. Garrity

245 (II) INCOME DISTRIBUTION

The economics of the size distribution of income.
Prerequisite: Economics 141 Staff

247 (II) ECONOMICS OF SOCIAL AND HUMAN RESOURCES

The development of social and human resources in an economy and the relationship between private and public sectors. General survey of public expenditure criteria, cost benefit analysis and the balance between social and private capital in a mixed economy.
Prerequisite: Economics 141 Staff

249 (I) POLLUTION AND THE QUALITY OF LIFE

An introductory survey of the impact of economic activity upon the environment and the quality of life in our society: the sources, measurement, and control of pollution as a problem in private and social planning. Legal, social, political, and psychological factors.
Prerequisite: Economics 141 Mr. Wolozin

251 (II) MATHEMATICAL ECONOMICS

Static and dynamic models of economic behavior will be formulated.
Prerequisite: Mathematics 106 or equivalent; Economics 215–216 Mr. Primont

252 (I) ECONOMETRICS

The traditional simple and multiple linear regression models. Application of these models to estimating both microeconomic and macroeconomic relationships.
Prerequisite: Economics 155 Mr. Tillman

263 (I) INTRODUCTION TO DATA PROCESSING

A rigorous introduction to data processing emphasizing the mathematical and theoretical fundamentals of data processing, illustrated with examples drawn from current data processing projects. Stresses mathematical and logical concepts useful in the social sciences and management.
Prerequisite: Mathematics 102 or equivalent Staff

272 (II) COMPARATIVE ECONOMIC SYSTEMS

Relationship between market and nonmarket mechanisms in the production and distribution of economic resources in four economies. First half devoted to analysis of contemporary American capitalism, the British economy under Labor Government 1945–1950, and the German economy of 1934–1945. Second half concentrates on planned economy of the U.S.S.R.
Prerequisite: Economics 141 Mr. Kirsch

281 (II) MARXIST ANALYSIS AND RADICAL CRITIQUES OF MODERN ECONOMIC THEORY

The central focus of the course is Marxist economic analysis in its "classical" and "modernized" forms. Radical critiques of standard "macro", "micro", and "development" economic theory are presented and evaluated.
Prerequisite: Economics 141 Mr. Kirsch

291 (II) ECONOMICS OF LABOR AND COLLECTIVE BARGAINING

History of labor in the United States. The economic theory of wage determination and collective bargaining.
Prerequisite: Economics 141 Mr. Kirsch

313 (II) PERSPECTIVES ON HOUSING IN THE U.S.

History and analysis of major economic and social factors affecting housing in the U.S. as a process. Emphasis on understanding issues and principles which influence decision-making in industry and at various levels of the government.
Prerequisite: Economics 213 Staff

316 (II) MONETARY AND FISCAL POLICY

Analysis and evaluation of the tools of monetary and fiscal policy and their effectiveness in stabilizing economic activity.
Prerequisite: Economics 215 Mr. Podoff

349 (II) SEMINAR IN THE ECONOMICS OF ENVIRONMENTAL CONTROL

Research and reading in selected topics related to environmental control: social costs, quality of the environment, economics and the law, population, economic growth, interdisciplinary approaches, etc.
Prerequisite: Economics 249 or permission of instructor Mr. Wolozin

381 (I, II) INDEPENDENT STUDIES

Research and reading in any area in Economics: the purpose of this course is to allow the student to do advanced work in an area of Economics to which he has already been exposed or to investigate an entirely new area.
Prerequisite: Permission of instructor Staff

382 (I, II) SEMINAR

A Senior Seminar conducted by various members of the faculty with concentration on their fields of scholarly interest.
Prerequisite: Permission of instructor

Staff

390 (II) HONORS THESIS

Senior Economics majors who have at least a 3.0 grade point average both overall and in their major can, with the approval of the department in the spring semester of their senior year, write an Honors thesis under the direct supervision of a member of the department. The thesis adviser will be chosen by the student and the nature of the research project will be agreed upon by both student and adviser. The thesis adviser and the student will then select a "reader" who will be available for consultation through the term of the project. Upon completion of the thesis, it will be submitted to the department chairman who will schedule an oral resumé before the Economics Department. The grade for the course and the awarding of honors will be determined by the thesis adviser and reader. Staff

ENGLISH

COLLEGE I

James H. Broderick, Ph.D., Associate Professor of English and Chairman of English, College I; Max Bluestone, Ph.D., Francis Russell Hart, Ph.D., Professors of English; Albert Murray, M.A., Visiting Professor of English; Joel Blair, Ph.D., Charles A. Campbell, Ph.D., Mary Anne Ferguson, Ph.D., Kenneth Frederick, Ph.D., Seymour Katz, Ph.D., Charles Knight, Ph.D., Dorothy S. Mull, Ph.D., Frederick Willey, Ph.D., Associate Professors of English; Ann Berthoff, M.A., Part-time Associate Professor of English; Donald Babcock, Ph.D., Alan E. Helms, Ph.D., Ronald Schreiber, Ph.D., Linda Slotnick, Ph.D., George Slover, Ph.D., George W. Smith, Jr., Ph.D., Joseph Tribble, Ph.D., Lee Allen Warren, Ph.D., Assistant Professors of English; Richard Horsley, A.B., S.T.B., Carole Robinson, Ph.D., Part-time Assistant Professors of English; Charles Bowen, M.A., Albert Divver, M.A., Christopher Gay, M.A., Monica McAlpine, M.A., William Sanders, M.A., Instructors in English; Roberta Hendrickson, M.A., Part-time Instructor in English; Anita Anger, M.A., Frank Bidart, M.A., Gary Hunt, M.A., Emily Meyer, M.A., Dorothy Shukri, A.G.S.M., Joseph Williamson, S.T.M., Ph.D., Part-time Lecturers in English.

COLLEGE II

Richard S. Lyons, Ph.D., Associate Professor of English and Chairman of English, College II; Mary Curran, Ph.D., Emerson R. Marks, Ph.D., Alvin S. Ryan, Ph.D., Professors of English; Warren Chernaik, Ph.D., Philip Finkelpearl, Ph.D., Edwin Gittleman, Ph.D., John Marvin, M.A., Robert Risse, Ph.D., Associate Professors of English; Nina Alonso, Ph.D., Marjorie Collins, Ph.D., Mary Edwards, Ph.D., Martha Finney, Ph.D., James Leland Grove, Ph.D., Kathryn Kremen, Ph.D., Richard Morahan, Ph.D., Duncan Nelson, Ph.D., Shaun O'Connell, Ph.D., Theodore Richer, M.F.A., Rosamond Rosenmeier, Ph.D., James G. Sweeney, Ph.D., Cornelia Veenendaal, M.A., Igor Webb, Ph.D., Assistant Professors of English; Renata Mautner, M.A., Otto Van Os, M.A., Instructors in English; Louis G. Bond, M.A., Linda Hunt, M.A., Carl Senna, Judith Vargas-Vila, M.A., Part-time Lecturers in English.

Graduation Requirements

Students majoring in English are expected to choose courses that best satisfy their own interests and needs, and to fulfill, in a sequence of their own devising, a minimum requirement of 10 English courses beyond freshman English, at least six of which must be above the sophomore level. All English majors are advised to study foreign languages; those planning to go to graduate school should develop a reading knowledge of at least one foreign language. In planning their program, English majors must obtain as-

sistance from their departmental advisers; they may also seek assistance from the officers and associates of the four departmental Conferences.

These Conferences bring together students and faculty with common interests to discuss the department's course offerings and other topics of concern to students of English. Students will be helped by the Conference to choose courses that best fulfill their own educational objectives. They will also join with the faculty in suggesting to departmental committees new developments in the program of English courses. In addition, each Conference will sponsor lectures and discussions in the area of its own interests. While participation in a Conference is not required, students are strongly recommended to associate with one or more Conferences.

Conference I: English and American Literature: The Tradition

For students who wish to explore the range and tradition of English and American Literature as they appear in major periods, genres, and writers. Such students should take English 201 and 202 as a preliminary survey of the whole field.

Conference II: Special Topics

For students who wish to explore some special topic within the field of English and American Literature. Such students will be helped to plan programs which combine courses in the field of their special interest with related courses outside it.

Conference III: Creative Writing

For students primarily interested in creative writing. Such students will be helped to plan programs which include, along with creative writing, appropriate courses in literature and criticism. Note that permission of the instructor is required for admission to creative writing courses.

Conference IV: American Literature

For students interested in American Literature and American Studies. The Conference assists students in exploring the following kinds of courses: American Literature in its Cultural Context, American Ethnic and Regional Literature, Form in American Literature, and Selected American Authors. The Conference will also offer guidance in the selection of related courses offered by other departments.

Advanced Placement

Students earning a grade of 5 on the Advanced Placement Examination in English are granted 8 credits toward graduation and exemption from English 101–02. Students earning a grade of 3 or 4 may be awarded credit or exemption at the discretion of the department.

Course Offerings

(3 hours, 3 credits each, unless specified)

005 WRITING, THINKING, AND SELECTED READINGS

Practice in critical reading, writing, and thinking through the study of materials from historical, scientific, sociological, and literary sources. Minimum of eight papers.
Prerequisite: Permission of Director, Special Admissions Summer Program. No credit. Provision for exemption and credit in English 101.

010 (I, II) ENGLISH COMPOSITION

Experimental approaches to composition in a limited number of small sections. Staff

100 (I) ENGLISH AS A SECOND LANGUAGE

The mechanics of written English; selected reading; one written theme each week; individual conferences. Open only to students assigned in advance of registration. Course credit only to students who pass the intermediate examination in their own language administered by the Educational Testing Service, or its equivalent as determined by the appropriate department.
3 hours, 4 credits Mr. Van Os

101 (I), 102 (II) FRESHMAN ENGLISH

A year's practice in writing argument, exposition, and other forms of English prose. Readings and materials are chosen by instructors to focus experience and provoke reflection and debate, as well as to exemplify

qualities of writing essential to effective self-expression. A minimum of eight papers the first semester, seven the second.
3 hours, 4 credits Staff

GROUP I: INTRODUCTIONS TO LITERARY STUDIES: RECOMMENDED FOR SOPHOMORES

111 (I, II) ORIGINS OF THE MODERN PERIOD

Readings primarily in the major literature of the nineteenth century in a variety of genres. Works by such authors as Blake, Wordsworth, Thoreau, Melville, Dickens, Dostoevsky, Ibsen, and Chekhov. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Frederick, Mrs. Hunt, Mr. Stock

112 (I, II) TWENTIETH-CENTURY MASTERPIECES

Readings primarily in the major literature of the twentieth century in a variety of genres. Works by such authors as Yeats, Eliot, Joyce, Faulkner, Mann, Gide, Lawrence, Brecht, and Beckett. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mrs. Alonso, Mrs. Collins, Mr. Schreiber, Mrs. Veenendaal

113 (I, II) INTRODUCTION TO SHAKESPEARE

A one-semester introduction to Shakespeare's art through the study of a representative group of his plays. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Chernaik, Mr. Divver, Mr. Slover, Mr. Stoehr

115 (I, II) PRACTICAL CRITICISM

Close reading of a limited number of works as an introduction to literary studies. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Blair, Mr. Lyons, Mr. Risse

201 (I), 202 (II) INTRODUCTION TO BRITISH LITERATURE

The major periods, genres, and writers of English literature and the relationship between literature and social and intellectual history. The first semester covers the period from the Middle Ages to the 18th century; the second semester from the 18th to the early 20th century. Primarily intended for students planning to major in English. Critical papers required.
3 hours, 4 credits
Prerequisite: English 102
Mr. Knight, Mrs. Mull

203 (I), 204 (II) INTRODUCTION TO LITERATURE IN AMERICA

First semester: works before 1870 by such writers as Taylor, Edwards, Cooper, Poe, Emerson, Thoreau, Douglass, Hawthorne, Melville, Whitman, and Dickinson. Second semester: works after 1870 by such writers as Twain, James, Hemingway, Faulkner, Ellison, Porter, Frost, Eliot, O'Neill, Miller, and Albee. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Miss Finney, Mr. Grove, Mr. Katz, Mrs. Warren

211 (I, II) FORMS OF ENGLISH POETRY TO 1700

Individual poems in relation to poems of like kinds. Includes examples of such forms as the ballad, the song, the pastoral, the sonnet, the epic, and narrative verse. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Broderick, Miss Edwards, Miss McAlpine, Mr. Smith

212 (I, II) FORMS OF ENGLISH AND AMERICAN POETRY SINCE 1700

Individual poems in relation to poems of like kinds. Explores the adaptation of traditional poetic forms to changing thematic and stylistic concerns. Eight to ten major poets are considered, with emphasis on modern poets (Yeats, Eliot, Frost, Stevens). Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mrs. Alonso, Mr. Helms, Mr. Morahan, Mr. Nelson, Mrs. Veenendaal, Mr. Willey

215 (I, II) FORMS OF ENGLISH PROSE FICTION

The various kinds of English prose fiction, with some attention to their literary and intellectual milieu. Critical papers required.
3 hours, 4 credits
Prerequisite: English 102
Mr. Frederick, Mr. Gay, Miss Mautner

216 (I, II) FORMS OF AMERICAN PROSE FICTION

The various kinds of American prose fiction, with some attention to their literary and intellectual milieu. Critical papers required.
3 hours, 4 credits
Prerequisite: English 102
Miss Finney, Mr. Frederick, Mr. Grove, Mr. O'Connell, Mr. Tribble, Mr. Willey

219 (I, II) FORMS OF ENGLISH DRAMA TO 1700

Readings in the English Drama from its beginnings through the Elizabethan Age. Development of such forms as the chronicle play, the miracle play, and comedy and tragedy. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Babcock, Mr. Slover, Mr. Sweeney

220 (I, II) FORMS OF ENGLISH AND AMERICAN DRAMA SINCE 1700

Consideration of drama in English since 1700, with reference to earlier dramatic forms and European works where appropriate. Special attention to the variety of techniques uniquely available to the dramatist. Critical papers required.
3 hours, 4 credits
Prerequisite: English 102
Mr. Babcock, Mr. Slover

358 (II) BLACK LITERATURE IN AMERICA

The historical and social context from which American Negro writing emerged; works by such authors as Johnson, Hughes, Wright, Ellison, Baldwin, Brooks, Tolson and Jones. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Sanders, Mr. Senna

RELATED COURSES:

Humanities 114 (I, II) Masterpieces of Western Literature
Humanities 252, 253 (I, II) Film Study I and Film Study II

GROUP II: LITERARY GENRES

304 (II) MEDIEVAL POETRY

English poetry from 700 to 1500.
Prerequisite: 1 soph. Eng. course
Miss Edwards, Mrs. Ferguson, Miss McAlpine

312 (II) RENAISSANCE POETRY

The poetry of Spenser, Sidney, Shakespeare, Marlowe, and others.
Prerequisite: 1 soph. Eng. course
Mr. Morahan, Mrs. Mull, Mrs. Veenendaal

319 (I) ELIZABETHAN AND STUART DRAMA

The major plays of the period. The relationships between dramatic form and theatre conventions and conditions. Special attention to Marlowe, Jonson, Webster, Middleton, and Ford.
Prerequisite: 1 soph. Eng. course
Mr. Babcock, Mr. Sweeney

322 (I) ENGLISH POETRY OF THE EARLY SEVENTEENTH CENTURY

Divergent traditions in 17th century poetry, with emphasis on the "schools" of Donne and Jonson. Poets include Donne, Herbert, Vaughan, Marvell, Jonson, Herrick, Waller, and Carew.
Prerequisite: 1 soph. Eng. course
Mr. Chernaik, Mr. Divver

325 (II) SEVENTEENTH-CENTURY PROSE

The development of 17th-century prose in light of intellectual and aesthetic preoccupations of the period. Authors include Bacon, Donne, Browne, Hobbes, Milton and Dryden.
Prerequisite: 1 soph. Eng. course
Mr. Divver

337 (II) EIGHTEENTH-CENTURY FICTION

The historical emergence of the novel and aesthetic characteristics of the form in the works of such early masters as Defoe, Richardson and Fielding.
Prerequisite: 1 soph. Eng. course
Mr. Gay, Mr. Knight

342 (II) VICTORIAN POETRY

Selected works by Tennyson, Browning, Arnold, Hopkins, and Hardy.
Prerequisite: 1 soph. Eng. course
Mr. Broderick, Mr. Ryan

347 (II) NINETEENTH-CENTURY ENGLISH PROSE FICTION

Major English novelists of the 19th century, including the Brontes, George Eliot, Dickens, Thackeray, Meredith, and Hardy.
Prerequisite: 1 soph. Eng. course
Mr. Lyons, Mr. Stoehr, Mr. Willey

350 (I) AUTOBIOGRAPHY IN AMERICA

The major autobiographical works, from colonial to modern times, by such writers as Edwards, Franklin, Thoreau, James, Adams, Fitzgerald, Malcolm X, and Mailer.
Prerequisite: 1 soph. Eng. course
Mr. Van Os

351 (II) AMERICAN NON-FICTIONAL PROSE

The relationship between art and thought in selected works by such writers as Edwards, Emerson, Thoreau, Whitman, Twain, William James, DuBois, Adams, Wright, and Hemingway.
Prerequisite: 1 soph. Eng. course
Mr. Gittleman, Mr. Stoehr

352 (II) MODERN AMERICAN POETRY

Major trends and figures in 20th-century American poetry, from the Imagist movement and the founding of *Poetry* in 1912 to the present. Emphasis on Frost, Eliot, Pound, Williams, Stevens, Cummings, Lowell, Roethke, Wilbur, and Dickey.
Prerequisite: 1 soph. Eng. course
Mrs. Alonso, Miss Finney, Mr. Webb, Mr. Willey

357 (II) MODERN AMERICAN FICTION

Major American novelists from about 1890 to the present. The art of Crane, Dreiser, Wharton, Dos Passos, Hemingway, Fitzgerald, Faulkner, and West, including recurrent social and cultural themes in their works.
Prerequisite: 1 soph. Eng. course
Mr. Grove, Mr. O'Connell, Mr. Willey

359 (II) MODERN DRAMA

Development of naturalism, impressionism, and the tradition of the New Theatre in 19th- and 20th-century drama. Continental, English, and American plays.
Prerequisite: 1 soph. Eng. course
Mr. Babcock

360 (I) MID-TWENTIETH CENTURY DRAMA

The ideas, values, and techniques of the contemporary theatre.
Prerequisite: 1 soph. Eng. course
Mr. Babcock

362 (I) POST WORLD WAR II COMIC FICTION

The art and the vision of contemporary life of such post-war comic novelists as Bellow, Roth, Donleavy, and Nabokov.
Prerequisite: 1 soph. Eng. course
Mrs. Warren

367 (I) CONTEMPORARY WOMEN POETS

Poetry by contemporary women writers, with some attention to earlier writers and to relevant historical, sociological, and psychological materials.
Prerequisite: 1 soph. Eng. course
Mrs. Alonso

372 (II) SATIRE

The problems involved in defining satire from social, philosophical, and formalist points of view. Reading and discussion of a number of satiric works from a variety of genres and periods, from classical times to the present.
Prerequisite: 1 soph. Eng. course
Mr. Blair, Mr. Chernaik

387 (I) NARRATIVE IN THE NOVEL AND FILM

The nature of narrative as revealed through a comparative study of selected novels and films, attention to the artists' use of sequence, imagery, point of view, and other aspects of technique.
Prerequisite: 1 soph. Eng. course
Miss Slotnick

GROUP III: LITERATURE IN ITS CULTURAL CONTEXT

275 (I, II) THE MEDIEVAL PERIOD

The concerns and techniques of Old and Middle English writers including the *Beowulf* and *Gawain* poets, the Wakefield dramatist, Gower, Langland, Chaucer, and Malory.
Prerequisite: 1 soph. Eng. course
Mrs. Collins, Miss Edwards, Miss McAlpine

277 (I, II) THE RENAISSANCE

The predominant currents of thought in the Renaissance as exemplified by the works of such writers as More, Lyly, Marlowe, Jonson, Sidney, Wyatt, Surrey, and Shakespeare. Supplementary readings from Renaissance criticism.
Prerequisite: 1 soph. Eng. course
Mr. Chernaik, Mr. Divver, Mrs. Mull

281 (I, II) THE NEO-CLASSICAL PERIOD

The chief intellectual and social currents of the Restoration and 18th century, and of the

works of such writers as Dryden, Swift, Pope, Defoe, Fielding, Johnson, and Burke.
Prerequisite: 1 soph. Eng. course
Mr. Marks

283 (I, II) THE ROMANTIC PERIOD
The literature and leading ideas of English Romanticism, with special emphasis on the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley.
Prerequisite: 1 soph. Eng. course
Mr. Broderick, Mr. Ryan

285 (I, II) THE VICTORIAN AGE
Readings in Carlyle, Tennyson, Dickens, Browning, Newman, Arnold, Hopkins, and Pater, whose work will be studied in the context of the literary, intellectual, and social history of the Victorian Age.
Prerequisite: 1 soph. Eng. course
Mr. Lyons, Mr. Ryan

287 (I, II) AMERICAN ROMANTICISM
The growing importance of symbol and ideal in the period from 1836 to 1855. Emphasis on romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in the Cambridge school and the minor Transcendentalists.
Prerequisite: 1 soph. Eng. course
Mr. Gittleman, Mrs. Rosenmeier, Mr. Sanders, Mr. Stoehr, Mr. Van Os

289 (I, II) THE RISE OF AMERICAN REALISM
The emergence of Realism in the fiction of Twain, James and Howells, and its development into the naturalism of Norris, Crane, Dreiser.
Prerequisite: 1 soph. Eng. course
Mr. Katz

290 (I) A CRITICAL DECADE IN AMERICAN LITERATURE
Major and representative works of an important ten-year period. Emphasis on ways in which styles and themes cohere and on the relationship of history and literature. Decade studied is announced each term during pre-registration.
Prerequisite: 1 soph. Eng. course
Mr. O'Connell

291 (I, II) THE MODERN PERIOD
Readings in such writers as Eliot, Hemingway, Lawrence, Joyce, Faulkner, Auden, Thomas, Lowell, Yeats, Stevens, and Lessing.
Prerequisite: 1 soph. Eng. course
Miss Kremen, Mr. Nelson, Mrs. Warren

294 THE AMERICAN HERO
Through an examination of several representative American novels, an attempt to define the American hero and the values he exemplifies as he works toward self-discovery and tests himself in the world.
Prerequisite: 1 soph. Eng. course
Mrs. Warren

GROUP IV: REGIONAL AND ETHNIC LITERATURE

303 (I) EARLY CELTIC LITERATURE IN TRANSLATION
The mythological, heroic, and lyric literature of Ireland and Wales in its cultural context, from the earliest written sources through the later Middle Ages.
Prerequisite: 1 soph. Eng. course
Mr. Bowen

349 (I) THE BLACK PRESENCE IN AMERICAN LITERATURE
Nineteenth and twentieth-century literary texts by black and white writers who wrote with a significant consciousness of black people in American society.
Prerequisite: 1 soph. Eng. course
Mr. Gittleman, Mr. Murray, Mr. Sanders

361 (I) IRISH LITERATURE
Leading figures of the Irish Renaissance, with special emphasis on Joyce, Yeats, Synge, and O'Casey.
Prerequisite: 1 soph. Eng. course
Mrs. Curran

HUMANITIES 249 (I, II) AFRICAN LITERATURE
Includes such writers as Yacine, Bourboune, Ouologuem, Soyinka, Ngugi, p'Bitek, Paton, and Abrahams.
Prerequisite: 1 soph. Eng. course
Mr. Senna

GROUP V: MAJOR AUTHORS

305 (I) CHAUCER
The Canterbury Tales and selected minor works.
Prerequisite: 1 soph. Eng. course
Miss Edwards, Miss McAlpine, Mrs. Mull

313 (I) SHAKESPEARE'S PLAYS: A SURVEY
The comedies, early histories, and early tragedies of Shakespeare.
Prerequisite: 1 soph. Eng. course
Mr. Bluestone, Mr. Chernaik, Mr. Slover

314 (II) SHAKESPEARE'S PLAYS: A SURVEY

Continuation of English 313: the later histories, problem plays, major tragedies, and late romances.
Prerequisite: 1 soph. Eng. course
Mr. Bluestone, Mr. Chernaik, Mr. Slover

326 (II) MILTON

The major poetry and prose of John Milton.
Prerequisite: 1 soph. Eng. course Staff

339 (I) BLAKE

Readings in lyrics and prophecies of William Blake.
Prerequisite: 1 soph. Eng. course
Miss Kremen, Mr. Schreiber

363 (II) YEATS

Yeats' development as a poet, from his early Pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
Prerequisite: 1 soph. Eng. course
Mrs. Curran

365 (I) FAULKNER

Faulkner's fiction studied as a major saga of modern man.
Prerequisite: 1 soph. Eng. course
Mr. Marvin, Mr. O'Connell, Mr. Tribble

366 (I) FITZGERALD AND HEMINGWAY

Representative texts by Fitzgerald and Hemingway; their aesthetic achievement and their biographical and historical settings.
Prerequisite: 1 soph. Eng. course
Mr. Frederick

GROUP VI: LANGUAGE, LITERARY CRITICISM, AND OTHER TOPICS

293 (I) THE ADOLESCENT IN LITERATURE

Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, Sagan included.
Prerequisite: 1 soph. Eng. course
Mr. Grove

374 (II) PRINCIPLES AND METHODS OF LITERARY CRITICISM

The leading principles and methods of Western literary criticism considered in their historical contexts and in reference to modern literary thought.
Prerequisite: 1 soph. Eng. course
Mrs. Marks

375 (I) HISTORY OF THE ENGLISH LANGUAGE

Development of the English language from its beginnings to the present; selected passages of British and American writing and speech; concepts and techniques of descriptive linguistics.
Prerequisite: 1 soph. Eng. course or permission of instructor
Mrs. Collins, Miss Edwards, Mrs. Ferguson

376 (II) HISTORY OF PROSE STYLE

Characteristics of literary and oral English prose styles from Middle English to the present.
Prerequisite: 1 soph. Eng. course Staff

377 (II) OLD ENGLISH LANGUAGE AND LITERATURE

The language and literature of England, 449 to 1150. The course will give students a reading knowledge of the language and an introduction to major literary forms.
Prerequisite: 1 soph. Eng. course
Mrs. Ferguson

381 (I), 382 (II) SELECTED TOPICS IN ENGLISH AND AMERICAN LITERATURE

Intensive study of topics in literature. Course content will vary each semester and will be announced during pre-registration periods.
Prerequisite: 1 soph. Eng. course Staff

RELATED COURSES:

Humanities 243 (I) Mythology and Literature
Humanities 260 (I) Visionary and Prophetic Modes in Literature
Humanities 383 (II) The Image of Women in Literature

GROUP VII: WRITING

250 (I), 251 (II) CREATIVE WRITING

Techniques and forms of fiction and poetry. Classroom discussion of student manuscripts and frequent conferences.
Prerequisite: Permission of instructor
Mr. Bidart, Mr. Marvin, Mr. Richer, Mrs. Veenendaal

252 (I) ADVANCED COMPOSITION

Techniques of effective expository writing.
Prerequisite: 1 soph. Eng. course
Mr. Babcock, Mrs. Berthoff, Mr. Nelson

253 (I), 254 (II) CREATIVE WRITING WORKSHOP

The structuring of chapters of a short novel, the thematic relationships in a series of stories or poems, and development of style and point of view.
Prerequisite: Senior standing and permission of instructor Mrs. Curran, Mr. Marvin

GROUP VIII: SPECIALLY DIRECTED STUDY

ENGLISH COURSE FOR TEACHER CERTIFICATION:

386 METHODS AND PRACTICE TEACHING OF ENGLISH IN SECONDARY SCHOOLS

The issues and principles of the learning and teaching of secondary school composition, literature, and language. Supervision and critique of practice teaching in the schools. 3 hours, 20 hours laboratory (practice teaching), 9 credits (6 toward major).
Prerequisite: 6 hours Education courses
Mr. Campbell

390 (I), 391 (II) SENIOR SEMINARS

In-depth study of special topics in British and American literature. Course content will vary each semester and will be announced during pre-registration periods. Classes limited to 15 students.
Prerequisite: Senior standing and permission of instructor Staff

397 (I, II) INDEPENDENT STUDY

Open only to a very limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisite: Permission of instructor and department chairman Staff

398 (I) HONORS WORK I

An intensive program of study planned with an honors adviser who will provide counsel and direction as needed and desired. Either a special project or wide reading in English and American literature designed to acquaint the student with areas not adequately covered by his courses or by independent work. Requires a final oral examination administered by members of the Honors Board, presided over by the adviser.
Prerequisite: Senior standing, 3.0 overall and major average, and permission of Honors Committee Staff

399 (II) HONORS WORK II

In-depth study of a topic chosen by the student, and a paper written with the approval and under the direction of an honors adviser, normally arising from reading done in Honors Work I. Departmental Honors will be awarded on the basis of the Honors Work I oral examination and the evaluation of the paper by the Honors Board.
Prerequisite: English 398 and permission of Honors Committee Staff

FRENCH

COLLEGE I

Alfred C. Proulx, Ph.D., Associate Professor of French and Chairman of French, College I; John MacCombie, Ph.D., Associate Professor of French; Mary Lee Evans Kimball, D.E.U., Assistant Professor of French; Gerald C. Volpe, Ph.D., Assistant Professor of French and Italian; Virginia Merlier, M.A., Marilyn Sorenson, M.A., Christian Taconet, M.A., Instructors in French; David Buskey, M.A., Lecturer in French.

COLLEGE II

Jean Collignon, Agrégé d'anglais, Professor of French and Chairman of French, College, II; Michel Philip, Agrégé des lettres, Associate Professor of French; Rose Abendstern, Ph.D., Jeanne Grillet, Docteur En Linguistique, Brian Thompson, Ph.D., Assistant Professors of French; David Brubaker, M.A., Monique Stern, M.A., Lilian Willens, M.A., Instructors in French.

Graduation Requirements

French majors must take a minimum of 30 credits. Of these, 6 credits are required, French 241–242, and a minimum of 24 credits at the Junior-Senior level (French 300 and above). The distribution of required credits must include 3 credits in each of the following areas: 17th century, 18th, 19th, 20th, and either 16th or Middle Ages. Students are urged to elect French 241–242 in the sopho-

more year. (Note: French 231–232 cannot be used for major credit.)

Students participating in the departmental TCP program may count six credits earned in the program toward fulfilling major requirements.

It is strongly recommended that majors elect two years of course work in a second foreign language.

Honors Thesis: a student may receive 6 credits toward his total 30 major credits for acceptable work on an Honors Thesis written in French under the direction of an adviser from the French faculty.

At the end of the Senior year, majors may take a comprehensive exam in French, covering three specific fields of French literature (the fields to be chosen by the student), to be eligible for one of the French Department prizes.

It is recommended that students take the Educational Testing Service (ETS) language proficiency exams in the spring of their Senior year.

Course Offerings

(3 hours, 3 credits each, unless specified) Courses number 161, 162, 163, 164, 165, 260, 261, 262 and 263 are literature courses in translation. They satisfy the language requirement. All other courses are given in French.

111 (I), 112 (II) ELEMENTARY FRENCH

Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French.
4 hours, 2 hours laboratory
4 credits each semester
Miss Grillet and Staff

115 (I) BASIC ORAL FRENCH

Extensive oral practice and drill of basic linguistic patterns in French for students who need them to qualify for Intermediate French.
4 hours, 2 hours laboratory, 4 credits
Prerequisite: Background in the language and placement exam
Mr. Thompson and Staff

121 (I, II), 122 (I, II) INTERMEDIATE FRENCH

Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in French literature.
4 hours, 2 hours laboratory, 4 credits each semester
Prerequisite: French 112 or equivalent
Miss Sorenson and Staff

125 (I), 126 (II) INTENSIVE FRENCH

Intensive work in the four language skills with concentration on an audio-lingual approach and an introduction to literature, for students with no creditable previous training in French who intend to continue their study of French language and literature at an advanced level. Students completing this course satisfactorily will be allowed to enter directly into courses at the 200 level and above.
9 hours, 3 laboratory periods, 8 credits each semester
Prerequisite: Minimum score of 600 on the SAT verbal or high upper-class course average; departmental permission
Miss Sorenson and Staff

161 (I) TWENTIETH CENTURY FRENCH NOVEL

Major French writers of the 20th century: Gide, Cocteau, Fournier, Mauriac, Malraux, Camus, Robbe-Grillet. Readings in English; no knowledge of French required. Staff
4 credits

162 (II) CONTEMPORARY FRENCH THEATRE

Some of the masterpieces of French theatre from Giraudoux to the theatre of the absurd. Readings in English; no knowledge of French required. Staff
4 credits

163 (I) POLITICAL TRENDS IN THE CREATIVE ARTS IN TWENTIETH CENTURY FRANCE

The political trends in modern France as they appear in such art forms as the novel, the theatre, poetry, the film, painting, political and artistic memoirs, the dance. Readings in English; no knowledge of French required. Mr. Brubaker
4 credits

164 (II) FRENCH EXISTENTIAL LITERATURE

Major works by Camus, Sartre, Beauvoir, Celine, Malraux. Readings in English; no knowledge of French required. Mr. Proulx
4 credits

165 (I) MASTERPIECES OF FRENCH LITERATURE

Selected major texts from the Middle Ages to the end of the nineteenth century. Readings in English; no knowledge of French required. Staff
4 credits

231 (I, II) SURVEY OF FRENCH LITERATURE

French literature and culture from the 11th century through the mid-18th century.
Prerequisite: French 122 or equivalent
Miss Abendstern and Staff

232 (I, II) SURVEY OF FRENCH LITERATURE

French literature and culture from the mid-18th century through the mid-20th century.
Prerequisite: French 122 or equivalent
Miss Abendstern and Staff

234 (II) THE GREAT POETS OF THE MODERN FRENCH SONG

The tradition of the *chanson* in France, from the medieval troubadours to modern times, with contemporary singer-composers: Brassens, Brel, Barbara, and others.
Prerequisite: French 121-122 or permission of instructor Mr. Thompson

235 (I, II) FRENCH WRITERS AS WITNESSES OF THEIR TIMES

Treatment of one main theme (such as the education of women and their role in society; the attitude of youth towards society and of society towards youth; moral sincerity; the discovery of self) developed through study of works from different periods of French literature. The theme will vary each semester and will be announced in advance.
Prerequisite: French 122 or equivalent
Mr. Philip

238 POLITICS IN FRENCH LITERATURE

Analysis of political aspects of major French literary texts from Rabelais to Charles de Gaulle.
Prerequisite: French 122 or equivalent
Staff

240 (II) ADVANCED FRENCH CONVERSATION

Daily practice in conversation on a wide variety of subjects, with a view to building vocabulary and fluency. A multi-instructor course, to insure a wider range of linguistic experience. Especially recommended for French majors who do not plan to take the year in France.
Prerequisite: French 122 or equivalent and permission of instructor Staff

241 (I, II) TRANSLATION AND STYLISTICS

Intensive study of grammar, stylistics and composition; problems of idiomatic translation based on contemporary English and American texts.
3 hours, 2 hours laboratory, 3 credits
Prerequisite: French 122 or equivalent, or permission of instructor Staff

242 (I, II) TEXTUAL ANALYSIS

Intensive study of methods of literary analysis, based on texts selected from various periods of French literature.
3 hours, 2 hours laboratory, 3 credits
Prerequisite: French 241 or equivalent, or permission of instructor Staff

260 THE NINETEENTH CENTURY FRENCH NOVEL IN TRANSLATION

Readings and discussion of major novels of the period from Madame de Staël, Stendhal, Hugo, Balzac, to Flaubert, Zola, Bourget and Huysmans.
Prerequisite: 1 soph. Eng. course or permission of instructor Staff
4 credits

261 (I) MODERN FRENCH NOVEL IN TRANSLATION: 1900–1935

Works by Proust, Cocteau, Gide, Saint-Exupéry and Malraux.
Prerequisite: 1 soph. Eng. course or permission of instructor Mr. Proulx
4 credits

262 (II) MODERN FRENCH NOVEL IN TRANSLATION: 1935 UNTIL THE PRESENT

Works by Sartre, Camus, Mauriac, Robbe-Grillet, and Genet.
Prerequisite: 1 soph. Eng. course or permission of instructor Mr. Proulx
4 credits

263 (I) THE BLACK SOUL AND THE THEATRE

A comparative approach to the image of the Black man in contemporary theatre. An analytical and comparative study of various French and American plays by white and black French-speaking writers and also of American plays by white and black American writers, all of them dealing with the experience of the Black man.

Prerequisite: 1 soph. Eng. course and reading knowledge of French (some of the French plays not being available in English translation) Staff
4 credits

300 (I) HISTORY OF THE FRENCH LANGUAGE

Survey of the evolution of French from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: French 232 or 241 or equivalent, or permission of instructor Miss Grillet

301 (II) FRENCH LITERATURE IN THE MIDDLE AGES

Survey of French literature from the 11th century to the 15th, according to genres. All texts (including the *Chanson de Roland, Lancelot, Tristan et Iseut, Roman de Renard,* and lyric poetry) adapted into modern French.
Prerequisite: French 232 or 242, or permission of instructor Miss Merlier

302 ADVANCED TRANSLATION

Translation from English into French, from French into English: analysis of the grammatical and stylistic problems of the texts involved.
2 hours, 3 credits
Prerequisites: French 241–242 and course in French Literature Staff

311 (I) THE AGE OF RABELAIS

Chronological survey of French literature in the 16th century, with emphasis on continuity with the Middle Ages, consciousness of the New Age, and Italian influence. Readings from Marot, Rabelais, Calvin, Scève, Labé, Marguerite, d'Angoulème, du Bellay, Ronsard until 1560.
Prerequisite: French 232 or 242, or permission of instructor Staff

312 (II) THE AGE OF MONTAIGNE

Readings from Ronsard after 1560, Larivey, Garnier, Montaigne, Sponde, d'Aubigné.
Prerequisite: French 232 or 242, or permission of instructor Staff

321 (II) SEVENTEENTH CENTURY FRENCH LITERATURE: THEATRE AND PHILOSOPHERS

Works from 17th century authors including Descartes, Corneille, Racine, Molière, and Pascal.
Prerequisite: French 232 or 242, or permission of instructor Staff

322 (II) SEVENTEENTH CENTURY FRENCH LITERATURE: PROSE WRITERS AND PHILOSOPHERS

Works by Bossuet, Boileau, La Fontaine, Madame de La Fayette, La Rochefoucauld, Madame de Sevigné, La Bruyère.
Prerequisite: French 232 or 242, or permission of instructor Staff

331 (I) EIGHTEENTH CENTURY THEATRE AND NOVELS

Plays by Marivaux and Beaumarchais, and novels by Voltaire, Diderot, J. J. Rousseau, Laclos.
Prerequisite: French 232 or 242, or permission of instructor Staff

332 (II) EIGHTEENTH CENTURY PHILOSOPHERS

Philosophical texts by Montesquieu, Diderot, Voltaire, Rousseau, Condillac; *l'Encyclopédie.*
Prerequisite: French 232 or 242, or permission of instructor Mr. Collignon

341 (I) FRENCH ROMANTICISM: PREROMANTICISM AND POETS

Chateaubriand and Romantic poets including Lamartine, Hugo, Vigny, Musset, Nerval.
Prerequisite: French 232 or 242, or permission of instructor Miss Abendstern

342 (II) FRENCH ROMANTICISM: THEATRE AND NOVELS

The French Romantic theatre and novel through works by Hugo, Vigny, Musset, Sand, Balzac, Stendhal.
Prerequisite: French 232 or 242, or permission of instructor Miss Abendstern

345 (I) SYMBOLIST POETRY

Works selected from the poetry of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: French 232 or 242, or permission of instructor Mr. Philip

346 (II) CONTEMPORARY POETRY

Works by Claudel, Apollinaire, Aragon, René Char, Francis Ponge, Valery, St. Jean de Perse.
Prerequisite: French 232 or 242, or permission of instructor Mr. MacCombie

348 (I) THE NOVEL FROM 1850–1900

Novels by Flaubert, Fromentin, les Goncourt, Maupassant, Zola, Huysmans.
Prerequisite: French 232 or 242, or permission of instructor Staff

353 (I) TWENTIETH CENTURY NOVEL FROM 1900 TO 1935

Works by Proust, Fournier, Radiguet, Cocteau, Colette, Gide, Mauriac, Green and Saint-Exupéry.
Prerequisite: French 232 or 242, or permission of instructor Staff

354 (II) TWENTIETH CENTURY NOVEL FROM 1935 TO THE PRESENT

Works by Celine, Sartre, Camus, S. de Beauvoir, Robbe-Grillet, Genet and Pinget.
Prerequisite: French 232 or 242, or permission of instructor Staff

355 (I) TWENTIETH CENTURY THEATRE TO 1939

Representative plays by Feydeau, Jarry, Claudel, Giraudoux and Montherlant.
Prerequisite: French 232 or 242, or permission of instructor Mr. Collignon

356 (II) TWENTIETH CENTURY THEATRE FROM 1939 TO THE PRESENT

Representative plays by Sartre, Camus, Ionesco, Genet, and Beckett.
Prerequisite: French 232 or 242, or permission of instructor Staff

358 (II) BLACK FRENCH LITERATURE

Selected prose and poetry of representative Black authors in French-speaking countries, focusing on the works of Senghor, Césaire, Damas, and Camara-Laye.
Prerequisite: French 231 or 241, or permission of instructor Staff

362 (II) THE THEME OF EDUCATION IN FRENCH LITERATURE

French texts relative to pedagogic and educational theory: LaSalle, Montaigne, Rabelais, Molière, and Rousseau.
Prerequisite: French 232 or 242, or permission of instructor Mr. Volpe

365 (I) FRENCH CIVILIZATION

The background of contemporary France; today's France; historical, political, social, economic, cultural.
Prerequisite: French 231 or 241 or equivalent Mr. Brubaker

366 (II) FRENCH HISTORIANS AND THEIR WRITINGS ON FRANCE SINCE 1650

The major French historians and their work both as objective observers and as creative writers. Mr. Brubaker

371 (I) SEMINAR: THE "FANTASTIC" AND SUPERNATURAL IN NINETEENTH CENTURY LITERATURE

Works by Nodier, Balzac, Lautréamont, Barbey d'Aurevilly, Villiers de l'Isle-Adam.
Prerequisite: permission of instructor Staff

372 (II) SEMINAR: TWENTIETH CENTURY AVANT-GARDE WRITERS

Works by Proust, Roussel, Breton, Artaud, Beckett, Ponge, Blanchot.
Prerequisite: Permission of instructor Staff

373 (I) SEMINAR: EXISTENTIALISM

Works by Gide, Malraux, Camus, Sartre, de Beauvoir, Beckett, and Celine as they reveal existentialism concepts and their development.
Prerequisite: French 231 or 241, or permission of instructor Mr. Proulx

374 (II) SEMINAR: CATHOLIC LITERATURE FROM 1800 TO 1930

The novel, theater, and poetry of Bourget, Barrès, Péguy, Claudel, Martin du Gard, Bernanos, and Mauriac with emphasis on the manner in which Catholic religious beliefs, generally considered essential to the literary formation of these authors, are reflected and differentiated in the development of their works.
Prerequisite: French 232 or 242, or permission of instructor Staff

376 (II) SEMINAR: THE FORM OF THE NOVEL FROM THE SEVENTEENTH CENTURY TO THE PRESENT

The novel as a genre, starting with one of the first masterworks, *La Princesse de Cleves;* how it evolved to its present form.
Prerequisite: Permission of instructor Mr. Philip

377 (I) SEMINAR: THE PROPHETS OF THE APOCALYPSE

(Revolts, visionnaires et decadents)

Poets and prose writers somewhat removed from the main literary currents of the late 19th century by their originality or even eccentricity. Writers such as Rimbaud, Lautréamont, Laforgue, Villiers de l'Isle Adam and others who revolted against their times and their society.
Prerequisite: French 231 or 241, or permission of instructor Staff

379 (I) SEMINAR: THE ART OF WRITING, THEORY AND PRACTICE

A creative writing seminar in French: poems, plays, short stories, essays. Professional criticism and discussion.
Prerequisite: Permission of instructor
Staff

380 (II) SEMINAR ON A MAJOR FRENCH AUTHOR

In-depth analysis of an author or of the major works of an author to be specified each year.
Prerequisite: Permission of instructor
Staff

383 (I) FRENCH SEMINAR: FACT AND FICTION IN THE FRENCH REALIST NOVEL

The novels of Balzac, Zola and Malraux; various theoretical and critical formulations on the novel as a genre, leading toward understanding of the writers as creative artists.
Prerequisite: Successful completion of one course on the novel at the 300 level.
Mr. Thompson

386 (I, II) METHOD AND PRACTICE TEACHING OF FRENCH IN SECONDARY SCHOOLS

The issues, principles and methods of secondary school French language teaching. Supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses
Miss Willens

398 (I), 399 (II) HONORS THESIS IN FRENCH

Independent and original investigation and study under the supervision of a faculty adviser. An oral defense of the thesis before members of the French department is required.
3 credits each semester
Prerequisite: Departmental permission Staff

GERMAN

COLLEGE I

Lynn Dhority, Ph.D., Associate Professor of German and Chairman of German, College I; Alfred Hoelzel, Ph.D., Associate Professor of German; Luise Bronner, Ph.D., Ritta Jo Horsley, Ph.D., Friedrich P. Ott, Ph.D., Assistant Professors of German.

COLLEGE II

Robert Spaethling, Ph.D., Professor of German and Chairman of German, College II; Andrew Boelcskevy, Ph.D., David Miles, Ph.D., Sandra Shuman, Ph.D., Assistant Professors of German.

Graduation Requirements

German majors must take a minimum of 27 credits in Junior-Senior level department courses including German 231 or German 232, German 221–222, and German 331–332. A maximum of two courses offered by the German Department in English translation may be counted toward fulfilling the major requirement. History 237–238 (German History) offered by the History Department is required in addition to the 27 credits. Students participating in the departmental TCP program may count six credits earned in the program toward fulfilling major requirements. Second semester Seniors will take the ETS Undergraduate Record Examination in German.

Departmental Honors. For graduation with honors in German, students must have 3.0 overall cumulative average at the end of the senior year. They must have participated in the Honors Seminar to be offered in the Spring semester. (The department will confer at the end of the fall semester to nominate potential honors candidates among the German major Seniors and invite them to participate in the Honors Seminar.) They must acquit themselves with honors in the Seminar, and be recommended for honors in the departmental evaluation of all graduating German majors which takes place in the Spring.

Note: The German Department strongly encourages all majors in German to achieve a solid background in a second field, preferably in an area within the Humanities, or in European History, or in Politics. The extent to which this is possible will be directly related to the amount of creditable prior training in

German which a student offers upon entrance to the Department.

Course Offerings

(3 hours, 3 credits each, unless specified)

Courses numbered 150–1, 151–1, 151–2, 152, 241, 242, 251, 255, 256, 257, 258 and 332 are literature courses in translation. They satisfy the language requirement. All other courses are given in German.

111 (I), 112 (II) ELEMENTARY GERMAN

For students with no creditable training in German. Work in the four language skills with particular emphasis on listening and reading comprehension.
4 hours, 2 hours laboratory, 4 credits each semester Staff

115 (I) INTENSIVE GERMAN

A multi-media approach, with concentration on listening and reading comprehension. Open to students with no previous creditable knowledge in German. Good aptitude for learning foreign language is essential. Upon completion, students may enter German 121 and, in special instances, 122.
8 hours, 3 hours laboratory, 8 credits
Prerequisite: Permission of instructor
Mrs. Horsley, Mr. Ott

121 (I) INTERMEDIATE GERMAN I

Intensive grammar review and selected readings in a variety of fields.
4 hours, 4 credits
Prerequisite: German 111 or equivalent
Staff

122 (II) INTERMEDIATE GERMAN II

Intensive reading and vocabulary building. Reading in the fields of Humanities, Natural and Social Sciences.
4 hours, 4 credits
Prerequisite: German 112 or equivalent
Staff

125 (II) ACCELERATED INTERMEDIATE GERMAN

Development of reading ability and vocabulary while continuing the oral and writing skills developed in German 115 or elsewhere. Opportunity is given to fulfill the second-year language requirement by exam on completion of the course.
4 hours, 4 credits
Prerequisite: Permission of instructor Staff

150–1 (I) GOETHE AND HIS AGE

Representative works of German "Storm and Stress," Classicism and early Romanticism. Includes Goethe, Schiller, Holderlin, Novalis, Kleist. Conducted in English.
3 hours, 4 credits Mr. Dhority

151–1 (II) THE CRISIS OF MORAL RELATIVISM IN MODERN GERMAN LITERATURE

Three attempted solutions will be explored: the esthetic (T. Mann, S. George); the metaphysical (Hesse, Rilke, Kafka); the social (Kaiser, Toller, Brecht). Conducted in English.
3 hours, 4 credits Mr. Boelcskevy

151–2 (II) NIETZSCHE AND THE GERMAN ARTS

Nietzsche's romantic heritage and his legacy to the twentieth century as revealed in his works and the works of other artists from 1870–1950. Conducted in English.
3 hours, 4 credits Mr. Dhority

152 (II) EAST VERSUS WEST IN CONTEMPORARY GERMAN LITERATURE

The emergence of the two Germanys as reflected in the works of Grass, Weiss, Uwe Johnson, Brecht and other representative writers. Conducted in English.
3 hours, 4 credits Mr. Boelcskevy

221 (I), 222 (II) COMPOSITION AND CONVERSATION

Grammar; vocabulary building, idioms. Oral and written essays.
Prerequisite: German 122 or equivalent
Mr. Ott

231 (I), 232 (II) INTRODUCTION TO GERMAN LITERATURE

Representative masterpieces of German prose, drama and poetry discussed in cultural and historical context.
Prerequisite: German 122 or equivalent
Mr. Dhority

241 (I) GERMAN CIVILIZATION I

Readings in German history, politics, philosophy, science, literature, and art. From the Reformation to Goethe's death (1832). Conducted in English.
3 hours, 4 credits Mr. Spaethling

242 (II) GERMAN CIVILIZATION II

From 1830 to the present. Conducted in English.
3 hours, 4 credits Staff

251 (I) ASPECTS OF MODERN GERMAN LITERATURE

Selected masterpieces of modern German literature including Mann, Hesse, Kafka, and Brecht. Conducted in English.
3 hours, 4 credits Mr. Spaethling

255 (II) HESSE, MANN AND THE ROMANTIC IMAGINATION

Major works of Hesse and Mann in the context of both historical and contemporary Romanticism. Conducted in English.
3 hours, 4 credits Mr. Dhority

256 (II) FAUST: ORIGIN, LEGEND AND THE LITERARY TRADITION

The Faustian tradition: the historical person, the legend and its cultural implications and a four-century literary tradition. Works will include the Fausts of Marlowe, Goethe and Mann. Conducted in English.
3 hours, 4 credits Mr. Spaethling

257 (II) BRECHT AND THE MODERN THEATER

Brecht's emergence as a significant force in the modern theater. An examination of his major plays and theory of the "epic theater" with selected readings of contemporary European and American dramatists. Conducted in English.
3 hours, 4 credits Mr. Boelcskevy

258 (I) GERMANY IN THE 20TH CENTURY: WEIMAR AND NAZI CULTURE

A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in Romanticism, Nietzsche, and the Youth Movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, *Weltbühne*, the Bauhaus Group, and Rosenberg's Nazi culture. Conducted in English.
3 hours, 4 credits Mr. Ott

321 (I), 322 (II) ADVANCED CONVERSATION AND COMPOSITION

Based on German 221, 222, but going beyond the prerequisites of grammatical mastery and advanced working knowledge of vocabulary and idioms. Intended to help develop a sensitivity to the right word or expression. An adjunct to the literature courses, developing consciousness and appreciation of literary style in prose and poetry.
Prerequisite: German 222 Mr. Spaethling

331 (I) NATURALISM, NEO-ROMANTICISM AND EXPRESSIONISM

German literature of the Left, the Right, and the Pacifist movement from 1888 to 1918. Readings from such representative writers as Hauptmann, George, Rilke, Hofmannsthal, Wedekind, and the early Brecht.
Prerequisite: German 231 Mr. Miles

332 (II) GERMAN LITERATURE AFTER WORLD WAR I

Major works by such authors as Mann, Kafka, Brecht, Hesse, Frisch, Dürrenmatt, Grass; their relation to 20th Century intellectual life of Germany and the West. Conducted in English. Miss Shuman

334 (II) GERMAN POST-WAR PROSE FROM EAST AND WEST

Works by Böll, Grass, Johnson, Bienek, Lind and Wolf.
Prerequisite: German 231 Mr. Ott

335 (I) GOETHE AND PRE-ROMANTICISM

Major works of Goethe and Schiller with background readings in the German Enlightenment, Storm and Stress, and German Classicism.
Prerequisite: German 231 Mrs. Horsley

336 (II) GERMAN ROMANTICISM

The major phases of the German Romantic movement.
Prerequisite: German 231 Miss Bronner

341 (I) GERMAN DRAMA FROM LESSING TO THE PRESENT

Selected major German dramas from the 18th Century to the present.
Prerequisite: German 231 Mr. Boelcskevy

342 (II) THE GERMAN *NOVELLE*

The development of the German *Novelle* from the 19th Century to the present.
Prerequisite: German 231 Staff

362 (I, II) HISTORY OF THE GERMAN LANGUAGE

The development of the German language.
Staff

364 (II) READINGS IN MIDDLE HIGH GERMAN PROSE AND POETRY

An introduction to the language and literature of medieval Germany.
Prerequisite: German 231 Staff

386 (II) METHODS AND PRACTICE TEACHING OF GERMAN IN SECONDARY SCHOOLS

The issues and principles of the learning and teaching of secondary school German language and culture. Supervision and critique of practice teaching in the schools.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and permission of instructor Mr. Hoelzel

396 (II) SENIOR HONORS SEMINAR IN GERMAN

A critical investigation of literary themes or genres or of one major literary figure. The writing and defense of a research paper required. Required of all Seniors wishing to graduate with honors in German.
Seminar, 3 credits
Prerequisite: Senior standing; invitation of department Mr. Spaethling

398 (I, II) INDEPENDENT STUDY

Selected research topics organized in consultation with individual student.
3 credits, weekly conferences
Prerequisite: Permission of instructor and chairman of Department Staff

RELATED COURSES:

Humanities 244 (II) Germanic Mythology
Humanities 250 (II) The Hero in Modern European Fiction
Humanities 254 (II) Romanticism in its European Context

HISTORY

COLLEGE I

Carter Jefferson, Ph.D., Professor of History and Chairman of History, College I; Thomas N. Brown, Ph.D., Walter Grossmann, Ph.D., Eric Robinson, M.A., Professors of History; Feroz Ahmad, Ph.D., Renée N. Watkins, Ph.D., Associate Professors of History; Spencer Discala, Ph.D., Michael Feldberg, Ph.D., Linda Gordon, Ph.D., David Hunt, Ph.D., Esther Kingston-Mann, Ph.D., Pauline Maier, Ph.D., William A. Moffett, Ph.D., Susan Schneider, Ph.D., Assistant Professors of History; Herbert P. Bix, M.A., Paul Faler, M.A., Sanford Gutman, M.A., Stanley R. Remsberg, M.A., Instructors in History; Hatimali Amiji, M.A., Lecturer in History.

COLLEGE II

Richard H. Powers, Ph.D., Professor of History and Chairman of History, College II; Paul F. Boller, Jr., Ph.D., Paul A. Gagnon, Ph.D., Louis Ruchames, Ph.D., Professors of History; William A. Percy, Ph.D., Roger W. Prouty, Ph.D., Associate Professors of History; Van Cleaf Bachman, Ph.D., Frances Hoffman, Ph.D., Michael McCahill, Ph.D., Mark Pinson, Ph.D., Marshall Shatz, Ph.D., Lester A. Segal, Ph.D., Sheldon Stern, Ph.D., Assistant Professors of History; Paul Bookbinder, M.A., Timothy McCarthy, M.A., Martha Tolpin, M.A., Instructors in History; Clive F. Foss, M.A., Lecturer in History.

Graduation Requirements

Majors must take as basic, required courses: two semesters of introductory courses (100-level courses) in the freshman year; History 265 and 266 (Survey of American History) in the sophomore year; and History 403, 404 (Research and Methods Seminar) in the Junior year. Students are also required to include three hours of course work in ancient history, medieval history, or in the history of early modern period before 1700; six hours in European history since 1700; and twelve hours from other courses offered in the Department. Students may take an additional seminar (History 403, 404) and use the course to fill three of the twelve hours of course work required.

Honors Program

The requirements for receiving a diploma with Honors in History are: 1. satisfactory completion of all University and Departmental requirements for graduation; 2. an overall 3.0 cumulative average in all Departmental work through the Senior year; 3. satisfactory completion of the Seniors honors paper. Stu-

dents who intend to graduate in June of their Senior year may apply between mid-May of their Junior year and mid-September of their Senior year; those intending to graduate in January should apply between mid-December and mid-January of the preceding academic year.

Candidates whose eligibility is approved by the Department shall be informed that they may try for honors by writing an honors paper. The Honors Committee shall name an individual reading committee made up of three readers to judge the paper. Approval of the paper by at least two of the three readers is necessary for acceptance. A student accepted into the Honors Program must enroll in a 3-credit reading course, History 401—Independent Reading, under the direction of an adviser.

Prerequisites

Admission to History 265 and 266 requires Sophomore standing or departmental approval. Admission to all other 200-level and all 300-level and 400-level courses requires Junior standing or departmental approval, unless otherwise specified under the description of the course.

Written Expression

All courses in the History Department provide training in written expression.

Course Offerings

(3 hours, 3 credits each, unless specified)

INTRODUCTORY HISTORY

105 ELEMENTARY HISTORICAL WRITING

Principles of historical writing: rules of evidence, use of sources, techniques of research, rhetoric, grammar, and style. Several papers required. Freshmen only.
3 hours, 4 credits Staff

Civilizations

109 (I) WORLD CIVILIZATIONS I

Pre-industrial civilizations: selected civilizations such as China, India, Greece, Rome, the Christian West; their economies, philosophical and religious beliefs and their social and political structures.
Training in oral and written expression.
3 hours, 4 credits
Mrs. Kingston-Mann, Mr. Prouty

110 (II) WORLD CIVILIZATIONS II

Industrial civilizations: the industrial and social revolutions in the West and their impact on other civilizations.
Training in oral and written expression.
3 hours, 4 credits
Mrs. Kingston-Mann, Mr. Prouty

111 (I), 112 (II) WESTERN CIVILIZATION

The historical development of European civilization, ideas and institutions, including America's place in the Western World.
3 hours, 4 credits
Mr. Bachman, Mr. Gagnon, Mrs. Watkins, others

115 (I) EAST ASIAN CIVILIZATION

An introduction to the traditional civilizations of China and Japan from the earliest times to the arrival of the Western powers. Training in oral and written expression.
3 hours, 4 credits Mr. Bix

116 (II) EAST ASIAN CIVILIZATION

The political, social, economic and intellectual problems resulting from the Western impact on China and Japan, as well as Korea and Vietnam.
Training in oral and written expression.
3 hours, 4 credits Mr. Bix

117 (I) INTRODUCTION TO AFRICAN CIVILIZATION I

The internal dynamics of pre-colonial African societies arising from the Bantu migrations, the rise and fall of the kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies.
Training in oral and written expression.
3 hours, 4 credits Mr. Amiji

118 (II) INTRODUCTION TO AFRICAN CIVILIZATION II

The interaction between the West and Africa in the nineteenth and twentieth centuries. The African response to European Imperialism, social and economic changes under colonialism, the development of nationalism

and the struggle for independence, Africa, and Afro-American, and Pan-Africanism. Training in oral and written expression.
3 hours, 4 credits Mr. Amiji

Major Historical Forces

122 (I) SCIENCE TECHNOLOGY AND THE MODERN WORLD

The importance of science and technology to the evolution of industrial society in the West, the relationships between scientific discovery and technological growth, and the relation of scientific and technological change to evolving social forms and types of economic organization.
3 hours, 4 credits Mr. Robinson

123 (I) REVOLUTIONS IN MODERN HISTORY

Comparative study of the English, French, Russian, and Chinese Revolutions. The question of historical change and the factors which made such changes "revolutionary." Based on works of historical analysis, contemporary documents and visual materials. Training in oral and written expression.
3 hours, 4 credits
Miss Gordon, Mr. Hunt, others

Problems and Periods in European History

128 (I), 129 (II) MAJOR PROBLEMS IN MODERN EUROPEAN HISTORY

First semester: a survey of the most important developments in European history from the French Revolution to the present. Second semester: several topics examined in depth and from different perspectives. Examples *might* be the impact of industrialization on the working class, the role of nationalism, the nature and impact of imperialism, the effect of the Russian Revolution on the non-western world, the nature and origins of fascism, the origins and development of the Cold War, and the relation of Marxist theory to Communist practice.
Training in oral and written expression.
3 hours, 4 credits
Mr. DiScala, Miss Schneider, others

ADVANCED HISTORY

207 (II) INTRODUCTION TO CLASSICAL ARCHEOLOGY

Offered jointly by the Art and History Departments. A survey of the art, archeology and history of Bronze Age Greece and Asia Minor. Introduction to the methods and aims of archeology and to the geographical and historical background of the period. The major area cultures: the Minoan civilizations, Mycenaean Greece, Troy, and the Hittite Empire. Mr. Foss, Mr. Ramage

208 (I) GREEK HISTORY

A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East. Mr. Foss

209 (II) ROMAN HISTORY

The Roman state from its origins until the triumph of Christianity. Republic and Empire will receive equal attention. Closely related to History 208, the two courses provide a continuous history of the Mediterranean world from about 700 B.C. to 300 A.D.
Mr. Foss

210 (I) EARLY MIDDLE AGES

Medieval history from Marcus Aurelius to approximately 1000 A.D. Mr. Percy

211 (II) LATER MIDDLE AGES

Medieval history from 1000 A.D. to the Italian Renaissance. Mr. Percy

212 (I), 213 (II) AGE OF THE RENAISSANCE AND REFORMATION

Men, ideas, and institutions of 14th century through 16th century Europe.
Mrs. Watkins

215 (I) EIGHTEENTH CENTURY EUROPE: EUROPE IN THE AGE OF ENLIGHTENMENT

The main currents of European thought in their historical setting.
Mr. Grossmann

217 (I) EUROPE IN THE NINETEENTH CENTURY I

A political, social and cultural history of Europe from 1815 to 1871, including the history of each major European nation.
Mr. Powers

218 (II) EUROPE IN THE NINETEENTH CENTURY II

A political, social and cultural history of Europe from 1871 to 1914, including the history of each major European nation.
Mr. Powers

219 (I), 220 (II) EUROPE IN THE TWENTIETH CENTURY

Political, economic, social, and intellectual history of Europe, with attention to extra-European influences. From 1900 to 1939 in the first semester, 1939 to the present in the second.

Mr. Jefferson

221 (I) TUDOR-STUART ENGLAND

An introduction to English history before 1689; emphasis on the political crises of the sixteenth and seventeenth centuries.
Prerequisite: Introductory History or Departmental approval Mr. Moffett

222 (II) ENGLAND IN THE AGE OF REVOLUTION

English history since 1689, with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries.
Prerequisite: Introductory History or Departmental approval Mr. Moffett

223 (I) EARLY MODERN FRANCE: RENAISSANCE TO REVOLUTION

Social structure, political institutions and events, economic developments and intellectual movements from the late fifteenth century to the end of the Ancien Régime.

Mr. Segal

224 (II) FRANCE: 1815 TO THE PRESENT

The development of parliamentary institutions and crises in their social, economic and intellectual settings; France's role in the world.

Mr. Gagnon

225 (I), 226 (II) RUSSIAN HISTORY

A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serf (1861) in the first semester, through the Soviet Union in the Second World War in the second.

Mr. Schatz, Mrs. Kingston-Mann

227 (I) GERMAN HISTORY TO 1815

Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, Germany and the French Revolution.

Mr. Bookbinder

228 (II) GERMAN HISTORY SINCE 1815

German liberalism, nationalism, conservatism in nineteenth century, revolution of 1848, unification, World War I, Weimar, and the Nazi period.

Mr. Bookbinder

229 (I) THE HISTORY OF ITALY: FROM THE RENAISSANCE TO 1870

Developments in Italy from the end of the Renaissance to 1870, with emphasis on the eighteenth century and the Risorgimento.

Mr. DiScala

230 (II) HISTORY OF ITALY, 1870 TO THE PRESENT

Italian history since 1870, including an examination of Giolittian, Fascist and Republican Italy.

Mr. DiScala

231 (II) IRISH HISTORY, 1688–1923

The forces and movements which contributed to the development of Irish nationalism and the achievement of national independence.

Mr. McCahill

235 (II) THE BALKANS SINCE 1750

Introduction to Balkan geography and ethnography. Stresses the political, economic, social and cultural development of the nationalities and then the national states.

Mr. Pinson

236 (I) CENTRAL EUROPE, 1815 TO THE PRESENT

The Habsburg monarchy and its successor states. Topics include the problems of a multinational area in an age of nationalism, the interaction between the Great Powers and the Danubian region, World War I and the fall of the Austro-Hungarian Empire, and the role of democracy, fascism and communism in twentieth-century Central Europe. Staff

237 (I) JEWISH HISTORY: ANTIQUITY TO THE LATE MIDDLE AGES

Survey of the political, social, and cultural history of the Jews from the origins of the Hebrew people to 1492. Attention to the Western and non-Western setting of Jewish society, and its interaction with ancient Near Eastern, Graeco-Roman, Muslim, and Christian societies and cultures.

Mr. Segal

238 (II) JEWISH HISTORY: FROM THE SPANISH EXPULSION TO MODERN STATEHOOD

Political, social, and intellectual developments in Jewish society in Western and Eastern Europe and the Near East from the late 15th century to the creation of Israel in 1948. Attention will be paid to Jewish experience in the age of humanism, and Reformation, Marranos and messianism, Enlightenment, Emancipation and Assimilation, 19th century responses to modernism, and the Jewish experience in the 20th century.

Mr. Segal

239 (I) THE MIDDLE EAST, 622–1517

Interaction between Islamic Society and the West for the rise of Islam (622) to the Turkish conquest of Egypt.

Mr. Ahmad, Mrs. Hoffman

240 (II) THE MIDDLE EAST, 1517 TO THE PRESENT

The Middle Eastern response to the West in the age of European expansion and domination.

Mr. Ahmad, Mrs. Hoffman

243 (I) PROBLEMS IN AFRICAN CIVILIZATION

Intensive study of the interaction between Islam as a socio-political and spiritual phenomenon and traditional African societies. Problem oriented, rather than chronological, approach. The origins and spread of Islam to Sub-Saharan Africa, patterns of Islamization, growth of centralized political institutions, the role of Muslim Brotherhoods, Mahdism and messianic movements, development of Afro-Islamic literature and scholarship – Swahili, Hausa and Arabic, and the influence of Islam on modern nationalism and Pan-Africanism. Mr. Amiji

244 (II) HISTORY OF EAST AFRICA

Modernization and social change in Kenya, Uganda and Tanzania. Such topics as the proto-nationalist movements of the nineteenth century, the politics of survival in the inter-war period, the problems of European and Indian settlers, the development of political parties and liberation movements, particularly the Mau Mau movement, African socialism, and the problems of ethnicity and national integration. Mr. Amiji

248 (I) HISTORY OF MODERN JAPAN

Commencing with the Tokugawa legacy, the course surveys Japanese history from 1868 to the present day. The development of government institutions, politics and foreign relations as well as economic, social and intellectual changes. Mr. Bix

249 (II) HISTORY OF CONTEMPORARY EAST ASIA

Case studies of Japan, Korea, the Philippines and Indochina since World War II. The American occupation of Japan; the factors involved in its resurgence in the 50s and 60s; the colonial heritage in Korea, the Philippines and Indochina as background for the study of war, revolution and modernization in these areas. Mr. Bix

265 (I), 266 (II) AMERICAN HISTORY

A survey of American history from 1763 to the present. The expansion and consolidation of the American Union, the development of national and international policies and the cultural and economic forces that shaped them.

3 hours, 4 credits Staff

270 (I) AMERICAN COLONIAL HISTORY: THE EARLIEST SETTLEMENTS TO 1763

The English background of emigration and settlement. The evolution of imperial institutions, American social, economic, and religious development; emphasis on political ideas, institutions and behavior in the 17th and 18th centuries. Mrs. Maier

271 (II) AGE OF THE AMERICAN REVOLUTION: 1763–1789

The development of the conflict with Britain, 1763–1776; the Revolutionary War and its effects; the forming of republican institutions for state and Federal governments.

Mrs. Maier

273 (I) THE AGE OF JACKSON AND LINCOLN

A social, economic, political and cultural history of the United States from 1815 to 1861.

Mr. Ruchames

274 (II) CIVIL WAR AND RECONSTRUCTION HISTORY

Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern reconstruction.

Mr. Ruchames

276 (I) THE UNITED STATES IN THE TWENTIETH CENTURY, 1900–1937

American politics and culture from the Progressive Period through the New Deal. Prerequisite: History 126 or permission of instructor Mr. Brown

277 (II) THE UNITED STATES IN THE TWENTIETH CENTURY, 1937–1969

American politics and culture from the New Deal to the present. Mr. Brown

282 (I) COLONIAL LATIN AMERICA

The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the New World, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between Colonial Latin America and other contemporary and later empires.

Miss Schneider

283 (II) LATIN AMERICA: INDEPENDENCE TO THE PRESENT

The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the 19th and 20th centuries, and the resulting political and social consequences.

Miss Schneider

308 (I) DIPLOMATIC HISTORY OF EUROPE: 1815–1914

The diplomacy of the Concert of Europe, the Eastern Question and Bismarck and of imperialism leading to the outbreak of war in 1914. Mr. Ahmad

309 (II) DIPLOMATIC HISTORY OF EUROPE: 1914 TO THE PRESENT

The system of collective security set up after World War I, and the failure of this system before the Second World War. Discussion of the origins and consequences of the Cold War. Mr. Ahmad

310 (I) ECONOMIC HISTORY OF WESTERN EUROPE TO 1750

The economics of Western Europe from 500 to 1750.

Mr. Bachman

311 (II) ECONOMIC HISTORY OF WESTERN EUROPE, 1750 TO THE PRESENT

The economics of Western Europe from 1750 to the present.

Mr. Bachman

314 (I) HISTORY OF EUROPEAN IDEAS I

Main currents of European thought in the Seventeenth and Eighteenth Century.

Mr. Powers

315 (II) HISTORY OF EUROPEAN IDEAS II

Main currents of European thought in the Nineteenth and early Twentieth Century.

Mr. Powers

320 (I) HISTORY OF AMERICAN FOREIGN POLICY, 1763–1900

Survey of United States foreign policy and relations with the rest of the world, from the colonial period to the end of the nineteenth century; emphasis on domestic sources of foreign policy and U.S. expansionism.

Mr. Remsburg

321 (II) HISTORY OF AMERICAN FOREIGN POLICY, THE TWENTIETH CENTURY

Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the 1960s. Emphasis on domestic sources of foreign policies and on general topics such as World Wars I and II, Cold War diplomacy, and the debate over America's role in world affairs.

Mr. Remsburg

324 (I) AMERICAN SOCIAL HISTORY TO THE CIVIL WAR

The emergence of social institutions in America from the establishment of colonies to the mid-nineteenth century.

Mr. Feldberg

325 (II) AMERICAN SOCIAL HISTORY FROM THE CIVIL WAR TO THE PRESENT

The American Dream as it has related to institutions and ethnic groups in twentieth century U.S.

Mr. Feldberg

326 (I), 327 (II) HISTORY OF AMERICAN THOUGHT

Ideas in America — religious, scientific, polit-

ical, social and economic – from the colonial period to the Civil War in the first semester, and from the end of the Civil War to the New Deal in the second semester.

Mr. Boller

328 (I) BLACK HISTORY IN AMERICA

The history of Black people in America from African origins through the conclusion of Reconstruction in 1877. The development of slavery in the South and life in the cities of the North, particularly through original accounts by Black Americans.

Mr. Stern

329 (II) BLACK HISTORY IN AMERICA

The experience of Black Americans from the rise of Jim Crow after 1877 through the emergence of the black challenge to American racial values and institutions in the 1950s and the 1960s.

Mr. Stern

332 (I) MEDIEVAL LAW

The principles underlying the evolution of law in western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law.

Recommended for pre-law students.

Mr. Percy

333 (II) THE MEDIEVAL MIND

Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours.

Mr. Percy

334 (I) THE SOCIAL AND ECONOMIC TRANSFORMATION OF EUROPE

Europe's industrial revolution; fundamental social changes associated with industrialization (in demographic régime, family structure, social stratification, etc.); consideration of the nature, growth, and decline of laissez-faire. Mr. Bachman

335 (I) SCIENCE AND TECHNOLOGY IN THE INDUSTRIAL REVOLUTION IN BRITAIN

The social and economic effects of science and technology during the Industrial Revolution, and some of the consequences for education. The implications for some of Britain's leading industries of the change-over to steampower and to new chemical processes. Special case study of the important engineering firm, Boulton and Watt. No special knowledge of science required.

Mr. Robinson

336 (I) ARTISANS AND PEASANTS IN EARLY MODERN EUROPE

An analysis of the consciousness, the family and community organization, and the political activity of peasants and artisans in 17th and 18th century Europe. Mr. Hunt

338 (I) THE BRITISH EMPIRE, 1700–1900

An historical study of selected topics and problems in the economy, polity, and ideology of the eighteenth and nineteenth century British Empire and a review of the British role in the world economy.

Mr. Prouty

342 (I) BRITAIN IN THE TWENTIETH CENTURY

A survey of political and social change in Britain since 1900. Staff

346 (II) HISTORY OF THE RUSSIAN INTELLIGENTSIA: EIGHTEENTH CENTURY TO THE PRESENT

Rise and development of political dissent in Russia from its origins in the eighteenth century to its revival after the death of Stalin.

Mr. Schatz

347 (I) THE RUSSIAN REVOLUTION – 1917

The origins and development of the Russian Revolution, with special emphasis on the questions of war, property, and constitutional freedom that divided pre-revolutionary opponents of the Tsarist regime in 1917.

Mrs. Kingston-Mann

354 (II) VIENNA – 1900

Vienna, capital of the Austro-Hungarian empire at the turn of the century, a time of political disintegration, when it became the center of new pioneering, intellectual, scientific, and aesthetic activities. Mr. Grossmann

358 (II) MARX AND FREUD: STUDIES IN MODERN INTELLECTUAL HISTORY

The dynamic tensions between the two traditions of enlightenment rationalism and early nineteenth-century romanticism within the

thought of Marx and Freud; an attempt to determine whether these two major systems of thought can be reconciled and synthesized, or whether they must remain philosophical antagonists. Mr. McCarthy

359 (II) HISTORY OF SOCIALISM

An introduction to socialism as a critique of capitalism and as an alternative form of social-economic organization, through an intensive reading of the works of representative theorists of 19th-century socialism, such as Saint-Simon and the Saint-Simonians, Fourier, Marx and Engels, Kropotkin, Bernstein, and Lenin. Attention to the historical conditions which influenced the development of socialist theory and which underlie the most significant conflicts and controversies in the history of the socialist movement. Mr. McCarthy

375 (I) HISTORY OF AFRICA FROM 632 TO 1870

The impact of Islam on Africa, the Bantu migrations, the rise and fall of African kingdoms and city-states, the era of the slave trade, nineteenth century reformist movements in Eastern and Western Sudan, and interaction between traders, missionaries and African societies. Mr. Amiji

376 (II) HISTORY OF AFRICA FROM 1870 TO THE PRESENT

The European conquest and partition of Africa, the establishment of European rule and African response to colonialism, forms of native administrative policies, socio-economic changes in African societies, growth of African nationalism, the emergence of independent African states and problems of decolonization. Mr. Amiji

400 (I), 401 (II) SPECIAL PROBLEMS

Guided reading and research; may be used in Departmental Honors program.
Prerequisite: Senior standing; History major
Staff

403 (I, II) SEMINAR IN EUROPEAN HISTORY

A problem course intended to give training in historical research and writing. The field varies each semester. Staff

404 (I, II) SEMINAR IN AMERICAN HISTORY

Similar to History 403, but dealing with American history. Staff

HUMANITIES

Course Offerings

(3 hours, 3 credits each, unless specified)

109 (I, II) PATTERNS OF RELIGIOUS MEANINGS AND ACTION

An introductory and survey course in religion. Comparative and interdisciplinary approach. Begins with primitive and archaic religion (including myth and ritual), and concentrates on two or three of the world-historical religions (*e.g.*, Buddhism, Judaism, Christianity—including mysticism and millenarianism) and on contemporary religious phenomena. Mr. Williamson

114 (I, II) MASTERPIECES OF WESTERN LITERATURE

Selected works in various genres and from various periods by such major writers as Homer, Sophocles, Dante, Shakespeare, Goethe, Tolstoy, and Faulkner. Special attention to writing.
3 hours, 4 credits
Prerequisite: English 102
Mr. Gittleman, Mr. Nelson

231 (I) HINDU RELIGION

The patterns of religious meaning and action in Indian Hindu culture as expressed in myth, literature and art. Equal attention to traditional material, such as the Upanishads and the Bhagavad Gita, and to recent figures and movements, such as Tagore and Gandhi.
Staff

232 (II) BUDDHIST RELIGION

The various forms of Buddhism; its background in archaic Indian religion; the different types of Buddhist teaching; mysticism and practices in India, Ceylon, S.E. Asia, China, and Japan (*i.e.*, Theravada, Mahayan, Madhyamika, Yogacharin, Zen and Pure Land Buddhism).
Staff

241 (I) INTRODUCTION TO BIBLICAL LITERATURE: OLD TESTAMENT

Reading of representative texts for the Old Testament and introduction of the characteristic problems in interpreting those texts.
Staff

242 (II) INTRODUCTION TO BIBLICAL LITERATURE: NEW TESTAMENT

Reading of representative texts for the New

Testament and introduction to the characteristic problems in interpreting those texts.
Mr. Horsley

243 (I) MYTHOLOGY AND LITERATURE

Classical, Celtic and other myths and their persistence and transformation in English and American literature.
Prerequisite: 1 soph. Eng. course
Mrs. Mendillo

244 (II) GERMANIC MYTHOLOGY

Norse and Teutonic Literature with emphasis on the *Prose Edda,* Southern Germanic poems, the Icelandic Saga, the nature of myth, and its survival in post-pagan times.
Mr. Ott

247 (II) READINGS IN EUROPEAN FICTION

The art and the thought of major European novelists, including Dostoevsky, Tolstoy, Flaubert, Stendhal, Gide, Mann, and Kafka.
Prerequisite: 1 soph. Eng. course
Mr. Stock

249 (I, II) AFRICAN LITERATURE

A survey of African literature. Includes such writers as Yacine, Bourboune, Ouologuem, Soyinka, Ngugi, p'Bitek, Paton and Abrahams.
Prerequisite: 1 soph. Eng. course
Mr. Senna

250 THE HERO IN MODERN EUROPEAN FICTION

A comparative study of the "hero" in European literature since 1800. Four types are explored: the Gothic hero, the Outsider or Rebel, the Existential hero, and the modern Saint. Works by Kafka, Balzac, Dostoevsky, Rilke, Sartre, Nietzsche, D. H. Lawrence, and Hesse.
Mr. Miles

252 (I) FILM STUDY I

An introduction to the history and art of the film. Viewing and discussion of representative experimental, documentary, and feature films, and reading in the literature of the film. Critical papers required.
3 hours, 4 credits
Prerequisite: English 102
Mr. Risse

253 (II) FILM STUDY II

Work in both film analysis and film making: detailed study of selected major works chiefly from the contemporary cinema, and a project in sound film production.
Prerequisite: Humanities 252 and permission of instructor
Mr. Risse

254 (II) ROMANTICISM IN ITS EUROPEAN CONTEXT

The development of Romanticism in Europe.
Prerequisite: 1 soph. Eng. course
Mr. Ott

260 (I) VISIONARY AND PROPHETIC MODES IN LITERATURE

Visionary and prophetic experience as reflected in selected writings from such sources as the Bible, Blake, Hesse, and primitive poetry. Theoretical works about non-rational perception; Tarot readings and the *I-Ching.*
Prerequisite: Permission of instructor
Mr. Schreiber

300 (I) COMPARATIVE HISTORY OF THE ROMANCE LANGUAGES

A comparative study of the evolution of the Romance languages from Latin, with analysis of the most representative texts from each period and languages. Emphasis on French, Italian and Spanish.
Mr. Giustiniani

383 (II) THE IMAGE OF WOMEN IN LITERATURE

Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer, and Lessing.
Prerequisite: 1 soph. Eng. course
Mrs. Ferguson

RELATED COURSES:

Classics 111 Greek and Roman Epic Poetry
Classics 112 Greek and Roman Religion and Mythology
Classics 121 Greek and Roman Tragedy
Classics 122 Greek and Roman Comedy
Classics 331 (I) Greek and Roman Civilizations
Classics 392 Women in Greek and Roman Literature
Classics 394 Literary Criticism in Antiquity
French 161 (I) Twentieth Century French Novel
French 162 (II) Contemporary French Theatre
French 163 (I) Political Trends in the Creative Arts in Twentieth Century France
French 164 (II) French Existential Literature

French 165 (I) Masterpieces of French Literature
French 260 The Nineteenth Century French Novel in Translation
French 261 (I) Modern French Novel in Translation: 1900–1935
French 262 (II) Modern French Novel in Translation: 1935 Until the Present
French 263 (I) The Black Soul and the Theatre
German 150-1 (I) Goethe and His Age
German 151-1 (II) The Crisis of Moral Relativism in Modern German Literature
German 151-2 (II) Nietzsche and the German Arts
German 152 (II) East Versus West in Contemporary German Literature
German 241 (I) German Civilization I
German 242 (II) German Civilization II
German 251 (I) Aspects of Modern German Literature
German 255 (II) Hesse, Mann and the Modern Romantic Imagination
German 256 (II) Faust: Origin, Legend and the Literary Tradition
German 257 (II) Brecht and the Modern Theater
German 258 (I) Germany in the 20th Century: Weimar and Nazi Culture
Italian 161 (I) The Contemporary Italian Novel
Italian 162 (II) The Theater of Italy
Italian 165 (I) Masterpieces of Italian Literature
Italian 166 (II) Political Thought in Italian Literature
Russian 221 (I), 222 (II) Russian Literature in Translation
Russian 263 (II) Russian Culture and Civilization
Russian 264 (I) Bulgakov, Pasternak, and Solzhenitsyn
Russian 265 (I) Chekhov
Russian 353 (I) Dostoevsky
Russian 354 (II) Tolstoy
Russian 355 (II) Soviet Literature
Russian 356 (I) Russian Drama
Spanish 131 (I), 132 (II) Introduction to Hispanic Literature in Translation
Spanish 261 (I) Spanish Masterpieces in Translation
Spanish 262 (II) Modern Spanish-American Literature in Translation

ITALIAN

COLLEGE I

Vito R. Giustiniani, Dottore in lettre e filosofia, Professor of Italian and Chairman of Italian, College I; Gerald C. Volpe, Ph.D., Assistant Professor of Italian and French; Antonio F. Carrara, M.A., Giovanni Catalani, M.A., Lawrence Kabat, M.A., Instructors in Italian.

Graduation Requirements

Majors are required to take a minimum of 30 credits in Junior-Senior level courses in Italian, including Italian 241–42 (or its equivalent). All majors must have taken Italian 231 (or its equivalent) as prerequisite for advanced literature courses.

At the end of the Senior year, majors are encouraged to take a comprehensive oral and written examination in Italian, both as an academic experience summing up their Italian studies and as qualification for the University and Departmental awards in Italian. The examination would cover three specific fields of Italian literature (to be chosen by the student from among: 1. Il Duecento e Il Trecento; 2. Umanesimo e Rinascimento; 3. Il Seicento e Il Settecento; 4. Romanticismo e Risorgimento; 5. Il Novecento) but the student would be expected to have some knowledge of the course and direction of Italian literature in general. Students who wish to take the examination should consult the academic adviser at the beginning of the Spring semester of the Senior year.

Departmental Honors. To graduate with honors, a student must: 1. achieve a 3.5 grade average in his Italian studies; 2. submit to the Italian Department a short research paper written during the second semester of his Senior year under the supervision of a Departmental adviser; 3. take the comprehensive examination; 4. be recommended by the Departmental Honors committee; 5. attain a 3.0 overall grade average.

The student may elect to discuss his Honors paper in an open Departmental meeting instead of taking the oral part of the comprehensive examination.

The Department grants 6 credits towards the total 30 major credits for

successful completion of the Honors program.

Course Offerings

(3 hours, 3 credits each, unless specified)

Course numbers 161, 162, 165 and 166 are literature courses in translation. They satisfy the language requirement. All other courses are given in Italian.

111 (I), 112 (II) ELEMENTARY ITALIAN

For students who have no creditable training in Italian, intensive practice in the four language skills, with an audio-lingual approach.
4 hours, 2 hours laboratory
4 credits each semester Staff

121 (I), 122 (II) INTERMEDIATE ITALIAN

An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian literature.
4 hours, 2 hours laboratory
4 credits each semester
Prerequisite: Italian 112 or equivalent
Staff

161 (I) THE CONTEMPORARY ITALIAN NOVEL

An analysis of the leading artistic and social problems of the twentieth century in such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini.
(Readings and discussions in English.)
3 hours, 4 credits Mr. Kabat

162 (II) THE THEATER OF ITALY

The evolution of the theater from the Renaissance to the avant-garde.
(Readings and discussions in English.)
3 hours, 4 credits Mr. Volpe

165 (I) MASTERPIECES OF ITALIAN LITERATURE

Some of the representative authors from the Middle Ages to modern times.
(Readings and discussions in English.)
3 hours, 4 credits Staff

166 (II) POLITICAL THOUGHT IN ITALIAN LITERATURE

Political ideas from medieval universalism to modern nationalism.
(Conducted in English)
3 hours, 4 credits Mr. Giustiniani

231 (I), 232 (II) INTRODUCTION TO ITALIAN CULTURE THROUGH LITERATURE

A survey of Italian literature as a reflection of the civilization from the Renaissance to the modern period.
Prerequisite: Italian 122 or equivalent
Mr. Carrara and Staff

241 (I) ITALIAN COMPOSITION AND CONVERSATION

An intensive review of grammar, exercises in free composition, and conversational practice.
Prerequisite: Italian 122 or equivalent and Departmental permission Mr. Carrara

242 (II) LITERARY THEORIES AND TECHNIQUES AND BIBLIOGRAPHY

A survey of literary theories and an introduction leading towards the acquisition of bibliographical skills.
Prerequisite: Italian 241 or equivalent and Departmental permission Mr. Giustiniani

300 (I) DANTE AND THE DUECENTO

Dante's lyric poems examined in the light of the Italian lyrical tradition from the Sicilian School to the Dolce Stil Nuovo.
Prerequisite: Italian 231 and Departmental permission Mr. Carrara

301 (I), 302 (II) LECTURA DANTIS

Selections from the minor works of Dante and from his contemporaries as an introduction to the study of the *Commedia*. The first semester is devoted to the "stil novo", the *Vita Nuovo,* and the *Inferno;* the second to the *Purgatorio* and the *Paradiso.*
Prerequisite: Italian 231 or equivalent and permission of instructor Mr. Volpe

305 (I) PETRARCA AND BOCCACCIO

An analysis and discussion of the works of these two masters as they reflect the Humanist rejection of medieval mysticism and preoccupation with man's earthly condition.
Prerequisite: Italian 231 or equivalent and permission of instructor Mr. Carrara

311 (I) THE AGE OF HUMANISM IN ITALY

The Humanist literature of the Italian Renaissance in the light of the intellectual and artistic preoccupations of the Age.
Prerequisite: Italian 231 or equivalent and permission of instructor
Mr. Giustiniani

312 (II) THE ITALIAN RENAISSANCE

Machiavelli, Castiglione, Ariosto, and Tasso as exponents of the multiple aspirations and achievements of Italy's Golden Age.
Prerequisite: Italian 231 or equivalent and permission of instructor

Mr. Giustiniani

315 (II) THE RENAISSANCE EPIC

The evolution of the Epic Poem in Italian Literature during the Renaissance: Pulci, Boiardo, Ariosto, Tasso.
Prerequisite: Italian 231 and Departmental permission Mr. Volpe

331 (II) ITALIAN LITERATURE OF THE 17TH AND 18TH CENTURIES

Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: Italian 231 or equivalent and permission of instructor Staff

341 (I) NEO-CLASSICISM AND ROMANTICISM

An analysis of this complex movement in its exaltation of liberty and imagination during the revolutionary period of the Risorgimento when Italy became a nation. Monti, Foscoli, Leopardi, and Manzoni.
Prerequisite: Italian 231 or equivalent and permission of instructor Staff

351 (I) THE MODERN ITALIAN NOVEL

An analysis of the post-romantic literary trends such as "verismo", "regionalismo", and "neo-realismo". Some of the authors to be studied are Verga, Svevo, Pirandello, and Silone.
Prerequisite: Italian 231 or equivalent and permission of instructor Staff

352 (II) THE CONTEMPORARY ITALIAN NOVEL

Such trends as "Letterature di costume", "Il romanzo psicologico", and "I Mimetici" and the avant-garde movements considered in the writings of Levi, Vittorini, Moravia, Pasolini, and others.
Prerequisite: Italian 231 or equivalent and permission of instructor Mr. Carrara

361 (I) MODERN ITALIAN POETRY

A survey of the principal poets from Carducci to Saba, with emphasis on hermeticism.
Prerequisite: Italian 231 or equivalent and permission of instructor Staff

365 (II) LETTERATURA DIALETTALE ITALIANA

The impact of dialect poetry in Italian Literature particularly in the Romantic period, in relation to the Italian "Questione Della Lingua".
Prerequisite: Italian 231 and Departmental permission Mr. Giustiniani

381 (I), 382 (II) READING AND RESEARCH

Especially recommended to Seniors, Independent study and frequent consultations with a Departmental adviser on a fairly broad aspect of Italian literature of special interest to the student.
Prerequisite: Departmental permission

Staff

386 (II) METHOD AND PRACTICE TEACHING OF ITALIAN IN SECONDARY SCHOOLS

The issues, principles and methods of secondary school Italian language teaching. Supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program.

Staff

391 (I), 392 (II) HONORS THESIS IN ITALIAN

Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a Departmental adviser.
Prerequisite: Departmental permission

Staff

MATHEMATICS

COLLEGE I

Alfonso G. Azpeitia, Ph.D., Professor of Mathematics and Chairman of Mathematics, College I; Herbert Kamowitz, Ph.D., Professor of Mathematics; Juan Carlos Merlo, Ph.D., John A. Lutts, Ph.D., Elizabeth J. O'Neil, Ph.D., Associate Professors of Mathematics; James S. Byrnes, Ph.D., Carl Cohen, M.A., Daniel Comenetz, Ph.D., So-Fei Fang, Ph.D., Joan Lukas, Ph.D., Some Nath Mukherjee, Ph.D., Sherwood Washburn, Ph.D., Assistant Professors of Mathematics; Joe E. Crick, M.A.T.,

Joseph Russell, M.A., Vera Widder, Ph.D., Part-time Lecturers in Mathematics.

COLLEGE II

Taffee T. Tanimoto, Ph.D., Professor of Mathematics and Chairman of Mathematics, College II; Matthew P. Gaffney, Ph.D., Geza Schay, Ph.D., Professors of Mathematics; Bernice Auslander, Ph.D., Ernest Elyash, Ph.D., Stephen K. Parrott, Ph.D., Associate Professors of Mathematics; Lazaro Recht, Ph.D., Helen Skala, Ph.D., Michael Tomlinson, Ph.D., James N. Whitney, Ph.D., Assistant Professors of Mathematics; M. Colin Godfrey, M.A., Mark Levine, M.A., Dennis H. Wortman, B.S., Instructors in Mathematics.

Graduation Requirements

All Mathematics majors are required to take Math 111 and 112 or Math 105, 106 and 150, or their equivalent; Math 151; eight courses above Math 151 (no grade of "P" accepted); and Physics 111 and 112.

Course Offerings

(3 hours, 3 credits each, unless specified)
The prerequisite for all introductory level courses, unless otherwise stated, is two years of algebra and one year of plane geometry.

100 (I, II) LIBERAL ARTS MATHEMATICS I

An historical-cultural survey of the main areas of mathematics. Emphasizes the interplay of these areas with man's philosophic, artistic, commercial, and scientific pursuits.
3 hours, 4 credits
Prerequisite: Permission from Mr. Lutts
Staff

101 (I, II) LIBERAL ARTS MATHEMATICS II

A primarily descriptive survey of several areas of mathematics. Stresses understanding through concrete examples. Topics include elementary number theory, elementary finite group and non-Euclidean geometry and how they relate to the physical world.
3 hours, 4 credits
Mr. Lutts, Mr. Cohen

102 (I, II) FINITE MATHEMATICS

For non-science or non-mathematics majors. Topics include elementary set theory; combinations, permutations and other "counting" formulas; discrete probability theory; random variables and their distributions.
3 hours, 4 credits
Staff

103 (I, II) PRE-CALCULUS MATHEMATICS

Review of algebra and trigonometry for students with two years of high school algebra. Intended for interested students or students who plan to major in mathematics and science but have weak backgrounds.
Staff

104 (I, II) SURVEY OF CALCULUS

Calculus developed intuitively and applied to problems in geometry, physics, and probability. A terminal course for non-science and non-mathematics majors.
3 hours, 4 credits
Staff

105 (I, II) CALCULUS I

The first in the calculus sequence of courses for science and mathematics majors. Starts with the basic concepts of functions and limits. Topics include derivatives and their applications and definite and indefinite integrals with application to geometrical and physical problems, discussing simple algebraic and transcendental functions.
3 hours, 4 credits
Prerequisite: Equivalent of Math 103
Staff

106 (I, II) CALCULUS II

Continuation of Math 105. Topics are integration, applications of the integral, sequences and series.
3 hours, 4 credits
Prerequisite: Math 105 or equivalent
Staff

107 (I, II) INTRODUCTION TO COMPUTER CONCEPTS

Discussion of computer applications, components and terminology; historical and recent developments, computer "arithmetic", data processing equipment and its uses, computer languages.
Prerequisite: Permission from Mr. Lutts
Staff

108 (I, II) INTRODUCTION TO MATHEMATICAL COMPUTER PROGRAMMING

A detailed introduction to algorithms and problem-solving techniques, description of

one or more algebraic languages, programming experience, and "de-bug" several programs during the semester.
Prerequisite: Math 103 Staff

111 (I) UNIFIED CALCULUS I

The first semester of a two semester concentrated calculus sequence for science and mathematics majors. Basic concepts of functions and limits. Topics include derivatives and their applications. The definite and indefinite integrals with applications to geometrical, statistical, and physical problems. Detailed consideration of transcendental functions, sequences and series.
5 hours, 5 credits Staff

112 (II) UNIFIED CALCULUS II

Topics include vector calculus and integration techniques. Multivariate calculus including partial differentiation and multiple integration with applications to many fields.
5 hours, 5 credits
Prerequisite: Math 111 Staff

150 (I, II) CALCULUS III

An introduction to linear algebra with applications to multivariate calculus, sequences and series, partial differentiation and application to physics and geometry.
Prerequisite: Math 106 Staff

151 (I, II) DIFFERENTIAL EQUATIONS AND ALLIED TOPICS

Linear differential equations of the first and second order, general theory of linear differential equations with physical applications.
3 hours, 4 credits
Prerequisite: Math 150 or equivalent
Staff

152 (I, II) LINEAR ALGEBRA I

Linear geometry of finite vector spaces, linear independence spanning sets, basis, dimensionality, and theorems relating these concepts. Algebra of linear transformations and their matrices, invertability, eigenvalues, eigenvectors, and similarity.
3 hours, 4 credits
Prerequisite: Math 106 or equivalent
Staff

153 (I, II) LINEAR ALGEBRA II

Groups, rings, polynomials, differential and integral linear operators; an introduction to inner spaces, exterior forms and multilinear algebra.
3 hours, 4 credits
Prerequisite: Math 152 Staff

155 (I, II) APPLIED MATHEMATICS ANALYSIS I

Comprehensive review of ordinary differential equations, series solutions, Bessel functions, characteristic functions, Fourier series.
Prerequisite: Math 151 Staff

156 (I, II) APPLIED MATHEMATICS ANALYSIS II

Partial differential equations by separation of variables, applications of the Green, Stokes and Gauss theorems, variation problems, introduction to complex functions with applications.
Prerequisite: Math 155 Staff

201 (I, II) ADVANCED CALCULUS I

Elementary topology, sequences, continuous functions and Riemann integrals in Euclidean spaces.
Note: Some topics listed under Math 201 may be covered in Math 202, and vice versa.
Prerequisite: Math 151
Prerequisite or corequisite: Math 152
Staff

202 (I, II) ADVANCED CALCULUS II

Partial differentiation and approximation by linear transformations, Implicit Function Theorem, some elementary differential geometry and Stokes' Theorem.
Prerequisite: Math 201 (suggested corequisite: Math 152) Staff

203 (I) ABSTRACT ALGEBRA I

Sets in logic, integers and congruences, lattices, finite groups.
Prerequisite: Math 151 Staff

204 (II) ABSTRACT ALGEBRA II

Rings, fields, vector spaces and quadratic forms, structure of groups, and introduction to multilinear algebra.
Prerequisite: Math 203 Staff

205 (I) PROBABILITY AND STATISTICS I

Discrete probability theory, some limit theorems, random variables and generating functions.
Prerequisite: Math 151 Staff

206 (II) PROBABILITY AND STATISTICS II

Renewal theory, application of renewal theory, stochastic processes. Elementary theory, continuous random variables and some statistical theory.
Staff

207 (I) THEORY OF COMPUTATIONS

Abstract models of computational processes, mathematical formulations of the notion of effective procedure. Unsolvable problems.
Prerequisite: Math 151 Staff

251 (I) AN INTRODUCTION TO REAL ANALYSIS

Real numbers, topology of reals, infinite series, continuity, Weierstrass approximation, differentiation, integration, power series, and orthonormal systems.
Prerequisite: Math 202 Staff

252 (II) AN INTRODUCTION TO COMPLEX ANALYSIS

Complex numbers, complex functions, power functions, trigonometric functions, Moebius transformations. Differentiation and integration of analytic functions, Cauchy's Theorem, residues, series and singularities, and meromorphic functions.
Prerequisite: Math 202 Staff

253 (I) TOPICS IN GEOMETRY I

Topics in classical Euclidean and non-Euclidean geometrics, projective geometry, lattices, and finite geometrics.
Prerequisite: Math 153 or 204 Staff

254 (II) TOPICS IN GEOMETRY II

An introduction to classical differential geometry with corresponding modern algebraic approaches leading to an introduction to Riemannian geometry. Techniques involve tensor analysis and multilinear algebra.
Prerequisite: Math 204 Staff

255 (I) MATHEMATICAL LOGIC

Formal theories, consistency, completeness, decidability, Godel's incompleteness theorem for first order arithmetic (Peano number theory). Introduction to axiomatic set theory, ordinal numbers, and cardinal numbers.
Prerequisite: Math 151 Staff

256 (II) MATHEMATICAL LOGIC II

Properties of formal theories. Godel incompleteness theorem for arithmetic. Decidability. Algorithms and their limitations.
Prerequisite: Math 255 Mrs. Lukas

258 THEORY OF NUMBERS

Prime numbers, congruences and residue. Approximation of real numbers by rationals. Diophantine equations.
Prerequisite: Math 151 Staff

262 (I) TOPOLOGY

Topological spaces, convergence and continuity, compactedness and connectedness properties; introduction to Homotopy theory and combinatorial topology.
Prerequisite: 1 semester of Advanced Calculus Staff

264 (I, II) NUMERICAL ANALYSIS

Approximations of roots, finite differences, interpolation, numerical solutions of differential equations and algebraic equations. Students will have access to computer terminal.
Prerequisite: Math 151 Staff

290 (I) READING IN MATHEMATICS

Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics.
Prerequisite: Permission of the Department
Staff

386 (II) METHODS AND PRACTICE TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS

Required for Math secondary teaching certification; also satisfies methods course required by Massachusetts for teaching. Advanced plane geometry and application with generalized interpretations of elementary high school topics. Algebraic topics such as symmetric functions, cyclic groups and algebraic number fields and their extensions, and classical standard problems, e.g., duplication of the cube, trisection of an angle, and squaring the circle.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: Math 151 and 6 hours Education courses Staff

MASTER'S DEGREE PROGRAM

711 (I), 712 (II) INTRODUCTION TO MODERN ALGEBRA

Groups, rings, algebras, fields, modules, linear transformations and matrices, tensor products, homological algebra.
Prerequisite: Math 202 or equivalent
Mr. Parrott

721 (I), 722 (II) THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Linear transformations of a complex variable, power series and elementary functions, holomorphic functions and Cauchy's Theorem, theory of residues, isolated singularities, con-

formal mappings, entire and meromorphic functions and their representations by means of products and partial fractions, elliptic functions, analytic continuation and Riemann surfaces, algebraic functions.
Prerequisite: Math 202 or equivalent
Mr. Azpeita

723 (I), 724 (II) THEORY OF FUNCTIONS OF A REAL VARIABLE

The real number system, Lebesgue measure and the Lebesgue integral, differentiation, the classical Banach spaces, general measure, and the integration theory.
Prerequisite: Math 202 or equivalent
Mr. Kamowitz

725 (I) TOPOLOGY

A one-semester graduate course in general topology. Topological spaces. Classification. Separation properties. Cartesian products. Mappings and continuity. Connectedness. General convergence. Compactness. Function spaces. Introduction to Homotopy theory. Staff

727 (I), 728 (II) DIFFERENTIABLE MANIFOLDS I AND II

Differentiable manifolds, tangent spaces, tangent bundles, flows and vector fields, Lie derivatives, differential forms, generalizations of line and surface integrals, divergence theorem and Stokes' theorem, Riemannian manifolds, Riemann surfaces, relationships to vector analysis and to differential geometry.
Mr. Gaffney

729 (I) STOCHASTIC PROCESSES I

Probability spaces, measures, random variables. Various modes of convergence, laws of large numbers and of the iterated logarithm. Central limit theorem, conditioning, martingales.
Mr. Schay

730 (II) STOCHASTIC PROCESSES II

Processes with independent increments, Markov chains, stationary processes, continuous parameter Markov chains, diffusion processes. Sample paths, separability, semigroups, boundaries.
Mr. Schay

MUSIC

COLLEGE I

Robert Prins, M.M., Associate Professor of Music and Acting Chairman of Music, College I; John Huggler, B.M., Associate Professor of Music.

COLLEGE II

Nicholas E. Tawa, M.A., Associate Professor of Music and Chairman of Music, College II; Laurence D. Berman, Ph.D., Associate Professor of Music; Rosemary Leavenworth, M.M., Instructor in Music.

Graduation Requirements

Music majors must take a minimum of 34 credits in music which must include Music 121–22, 221–22, and 202. All music majors will also be expected to take at least two courses in music history and literature.

It is recommended that all music majors acquire at least an elementary proficiency at the piano. A minimum of three years membership in a performing group is also urged.

Each student majoring in music will be assisted by a departmental adviser to plan a sequence of courses that will suit his own needs and satisfy the requirements of the Music Department.

Course Offerings

(3 hours, 3 credits each, unless specified)

001 (I, II) CHORUS
3 hours, 1 credit Mr. Prins

111 (I), 112 (II) INTRODUCTION TO MUSIC

Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
3 hours, 4 credits Mr. Prins and Staff

121 (I), 122 (II) FIRST YEAR THEORY

Harmony, melody, and music theory.
3 hours, 4 credits
Prerequisite: Permission of instructor
Mr. Prins

131 (I), 132 (II) ELEMENTS OF MUSIC

The function of scales, intervals, triads, chords in root position and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation,

analysis and keyboard drill. Designed primarily for music majors.
4 hours, 1 laboratory hour, 4 credits Staff

202 (I) INTRODUCTION TO MUSICAL RESEARCH I

Basic research materials and scholarly procedures.
Prerequisite: Music 111–112 or permission of instructor Mr. Tawa

221 (I), 222 (II) SECOND YEAR THEORY AND COMPOSITION

Counterpoint in the 17th, 18th and 20th centuries (221). The study of harmony after 1850—emphasis on the 20th century (222).
Prerequisite: Music 122 Mr. Huggler

231 (I), 232 (II) ELEMENTS OF MUSIC

A continuation of Music 131–132 with some emphasis on contemporary materials.
2 hours lecture, 1 hour lab
Prerequisite: Music 131–132 or permission of instructor Staff

234 (I) DEVELOPMENT OF CHAMBER MUSIC

Selected works from Haydn to Schonberg, centering chiefly on the medium of string quartet.
Prerequisite: Music 111 or equivalent
Mr. Huggler

235 (II) ITALIAN OPERA

Development of opera after the Baroque. Emphasis on Mozart, Verdi, the Verissimo, and Stravinsky's *The Rakes Progress.*
Prerequisite: Music 111 Mr. Prins

241 (I) 19TH CENTURY AMERICAN MUSIC

The growth and development of American music to the year 1900 (Charles Ives) in both its rural-folk and its urban aspects.
Mr. Tawa

242 (II) 20TH CENTURY AMERICAN MUSIC

The present-day ferment in American music, and the gradual emergence of American composers of international stature.
Mr. Tawa

251 (I) HISTORY AND DEVELOPMENT OF JAZZ IN AMERICA

The development of jazz from its origin to the present.
Prerequisite: Music 111 or permission of instructor Mr. Huggler

252 (II) THE HISTORY OF NON-JAZZ BLACK MUSIC

The varieties of Black music found in popular, religious, minstrel show and formal music. Staff

261 (II) 19TH CENTURY MUSIC

The development of symphonic music from Schubert to Mahler.
Prerequisite: Music 111 or equivalent
Mr. Tawa

262 (II) MUSIC IN THE 20TH CENTURY

The various directions taken by music since 1900.
Prerequisite: Music 111 Mr. Huggler

271 (I) MUSIC OF THE CLASSICAL PERIOD

Music of the Classical Period with emphasis on Haydn and Mozart.
Prerequisite: Music 111 or equivalent
Mr. Tawa

272 (II) THE MUSICAL WORKS OF BEETHOVEN

Beethoven's musical works—his symphonies, quartets, and piano sonatas.
Prerequisite: Music 111 or equivalent
Mr. Tawa

291 (I) ORCHESTRATION I

The ranges of instruments, practical ways of combining them and discussion of mass, texture and sound.
1 hour, 3 credits
Prerequisite: Music 294 Staff

293 (I, II) INTRODUCTORY COMPOSITION

Investigations and exercises in rhythmic studies and the relationship of melody to harmony and organic growth.
2 hours, 3 credits
Prerequisite: Theory 121 Mr. Huggler

294 (I, II) INTERMEDIATE COMPOSITION I, II

The beginning of composition in larger forms; phase structure; emphasis on unifying principles in both language and form.
Prerequisite: Music 293 Mr. Huggler

295 (I) MUSIC OF THE HIGH BAROQUE

Music from the time of Bach, Handel, Vivaldi and Couperin.
Prerequisite: Music 111 or equivalent
Mr. Tawa

296 (II) ORCHESTRATION II

The ranges of instruments, practical ways of combining them and discussion of mass, texture, and sound.
Prerequisite: Music 293 Mr. Prins

332 (II) MUSIC IN THE RENAISSANCE

The sacred and secular compositions of the 15th and 16th Centuries, from Dufay to Gabrielli.
1 hour, 3 credits
Prerequisite: Music 293

386 METHODS AND PRACTICE TEACHING OF MUSIC IN SECONDARY SCHOOLS

Instruction in methods of teaching music and supervision in practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: Admission to Teacher Certification Program Staff

PHILOSOPHY

COLLEGE II

Robert K. Shope, Ph.D., Associate Professor of Philosophy and Chairman of Philosophy, College II; Geoffrey Clive, Ph.D., Associate Professor of Philosophy; Martin Andic, Ph.D., Howard Cohen, Ph.D., Howard Darmstadter, Ph.D., Assistant Professor of Philosophy.

Graduation Requirements

Courses in philosophy are offered at three levels: Introductory, Intermediate, and Advance. Introductory Courses require no prerequisites and are directed to the student body as a whole. Philosophy majors are required to take both Ph 200 (Introduction to Philosophy) and Ph 201 (Introduction to Logic). Ph 200 is required as a prerequisite for any course at the Intermediate level. Intermediate Courses are historical surveys or introductions to special areas of philosophical inquiry which are intended to provide basic knowledge of the field. Advanced Courses are given in the more specialized areas of philosophy.

Summary of requirements for Majors: Ph 200, Ph 201, Ph 211, Ph 212 and five additional courses including at least two from the Advanced Level.

Course Offerings

(3 hours, 3 credits each, unless specified)

200 (I, II) INTRODUCTION TO PHILOSOPHY

An introductory examination of the problems and scope of philosophy.
3 hours, 4 credits Staff

201 (I) ANCIENT AND MEDIEVAL PHILOSOPHY

Classical philosophy from Pre-Socratic philosophers through Plato and Aristotle. The central issue of medieval philosophy as represented by the ideas of St. Augustine and St. Thomas Aquinas on reason and revelation, the status of universals, and proofs of God's existence.
3 hours, 4 credits
Prerequisite: One course in Philosophy or permission of instructor
Mr. Cohen

202 (II) MODERN PHILOSOPHY

The views of the Continental Rationalists (Descartes, Spinoza, Leibniz) and the British Empiricists (Locke, Berkeley, Hume) in relation to general intellectual developments from the Renaissance to the Enlightenment.
Prerequisite: Philosophy 200 Staff

204 (II) INTRODUCTION TO LOGIC

The forms of valid reasoning, deductive and inductive, and their role in reflective thinking. The functions of language, informal fallacies, the syllogism, and other types of formal argument; methods of science and modern views of the nature of logic and its relation to other fields.
3 hours, 4 credits Staff

211 ANCIENT PHILOSOPHY

Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, reasoning, perception, good and evil from the Pre-Socratics to Aristotle with emphasis on the later dialogues of Plato.
Prerequisite: Philosophy 200 Mr. Andic

216 HISTORY OF ETHICS
(formerly Ph 205)

Critical issues in moral philosophy as exhibited in the writings of Plato, Aristotle, Augustine, Hobbes, Kant, Mill, and Nietzsche.
Prerequisite: Philosophy 200 Staff

220 ETHICAL THEORY

The main problems and theories concerning the nature, scope, and justification of value judgments. A systematic rather than historical approach.
Prerequisite: Philosophy 200 Staff

224 PHILOSOPHY OF ART

Some of the major traditional problems in Aesthetics, such as: the relationship between art and morality, the role of aesthetic experience, and the nature of the imagination and tradition. Considered in classic texts, supplemented by a contemporary survey of critical questions. Mr. Clive

232 (II) 19TH CENTURY RUSSIAN THOUGHT

The major ideologies in 19th century Russian thought as Pan-Slavism, Nihilism, Marxism, and the diverse legacies of German Idealism. The Russian Intelligentsia and the revival of religious thought at the turn of the century; relation to the great tradition of classical Russian Prose fiction.
Prerequisite: Philosophy 200 or permission of instructor Mr. Clive

234 (I) CONTEMPORARY PHILOSOPHY

Some major trends of analytical philosophy in the 20th Century. Emphasis on the role of language in the formulations of and proposed solutions to traditional problems in epistemology and metaphysics.
Prerequisite: Philosophy 200 Mr. Cohen

245 (I) THEORY OF KNOWLEDGE

Knowledge: its nature, forms, methods, scope, and validation.
Prerequisite: Philosophy 200 Staff

246 (II) PHILOSOPHY OF SCIENCE

The nature of scientific explanation; the social and philosophical consequences of scientific achievement.
Prerequisite: Philosophy 200 or permission of instructor Staff

247 (I) PROBLEMS IN METAPHYSICS

In-depth examination of key ideas as they appear in several major metaphysical systems.
Prerequisite: Philosophy 200 or permission of instructor Staff

251 (I) PLATO

The dialogues of Plato; their ethical, metaphysical and epistemological reflections and arguments.
Prerequisite: Philosophy 211 or permission of instructor Staff

260 (I) PHILOSOPHY OF RELIGION

Such traditional issues in the philosophy of religion as arguments for the existence of God, the problem of evil, and the problem of creation and time. Readings supplemented by contemporary approaches.
Prerequisite: Philosophy 200 or permission of instructor Mr. Clive

262 (II) THE CRITICAL PHILOSOPHY OF IMMANUEL KANT

A detailed study of Kant's major work, *The Critique of Pure Reason,* with attention to his epistemology and critique of metaphysics.
Prerequisite: Philosophy 202 or permission of instructor Staff

270 (II) PHILOSOPHY OF MIND

The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: Philosophy 200 or permission of instructor Staff

280 (I) SOCIAL AND POLITICAL PHILOSOPHY

An introduction to representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation, and the social contract.
Prerequisite: Philosophy 200 or permission of instructor Staff

281 (I) PHILOSOPHY OF EDUCATION

Philosophical ideas and concepts relevant to the nature and aims of education.
Staff

291 (I) EXISTENTIALISM

Major forces and concepts in the development of existentialism.
Prerequisite: Philosophy 200 Mr. Clive

300 PHILOSOPHY OF HISTORY

Some special problems concerning the conditions of historical knowledge, such as the possibility of objectivity, the standards for justified explanation, the role of causal laws, and the place of value judgments.
Prerequisite: Any Philosophy course above 200 or permission of instructor Mr. Cohen

352 ARISTOTLE

Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number, and the Good.

Prerequisite: Philosophy 211 or permission of instructor Mr. Andic

PHYSICAL SCIENCE

386 METHODS AND PRACTICE TEACHING OF PHYSICAL SCIENCE IN SECONDARY SCHOOLS

Supervision and critique of Physics and Chemistry teaching in the secondary schools. Examination and evaluation of modern methods, materials and principles of teaching secondary school Physics and Chemistry. 3 hours lecture, 20 hours laboratory (practice teaching), 9 credits

Prerequisite: Admission to Teacher Certification Program and 6 Education credits

Staff

PHYSICS

COLLEGE I

Donald H. Lyons, Ph.D., Professor of Physics and Chairman of Physics, College I; Edward S. Ginsberg, Ph.D., Harold P. Mahon, Ph.D., Arthur W. Martin, Ph.D., Associate Professors of Physics; Leonard A. Catz, Ph.D., Nareshchandra Shah, Ph.D., Assistant Professors of Physics.

COLLEGE II

Kenneth W. Ford, Ph.D., Professor of Physics and Chairman of Physics, College II; George Salzman, Ph.D., Professor of Physics; Marvin M. Antonoff, Ph.D., D.V.G.L.N. Rao, Ph.D., John Shane, Ph.D., Associate Professors of Physics; Benjamin R. Mollow, Ph.D., Martin Posner, Ph.D., Assistant Professors of Physics; Peter T. Farago, M.A., Instructor in Physics.

Graduation Requirements

Option A is intended primarily for students who plan to pursue graduate studies in a physical science; Option B is intended primarily for students who have broader interests (less physics specialization at the Bachelor degree level), e.g., for those who plan to teach in precollege programs. Election of Option B will not preclude a professional career in physics; however, a somewhat longer period of graduate study will normally be required than in the case of Option A. Physics majors generally must pass Physics 112 with a grade of C or better for acceptance into the major program.

Option A requires Physics 211, 212, 322, 350, 422, 4 credits of laboratory courses at the level of 281 or higher, of which 2 credits must be taken from 371, 381 or 382, and one elected course selected from those courses numbered 300 or higher; and one semester of an approved mathematics course beyond Mathematics 151. Students interested in this option are advised to begin their mathematics courses and preferably also physics in the freshman year.

Option B requires 32 credit hours in physics courses, including Physics 211, 212, 321, and 4 credits of laboratory courses at the level of 281 or higher, of which 2 credits must be taken from 371, 381 or 382 and Mathematics 150. The student may offer up to 9 credit hours in approved cognate courses in the natural sciences or mathematics in lieu of physics electives.

NOTE: Students who plan graduate work in physics are advised to acquire a facility in reading at least one of the following languages: French, German, or Russian.

Course Offerings

(3 hours, 3 credits each, unless specified)

Note: The Department of Physics offers three introductory level physics courses. Physics 101–02 is planned to be comprehensible to all students and is primarily intended for the non-science major. The Department recommends that physical science and mathematics majors enroll in Physics 111–12. Other science majors and students with a strong interest in science are advised to enroll in either Physics 103–04 or 111–12, dependent on their ability to meet the calculus corequisite for the Physics 111–12 sequence.

101 (I), 102 (II) CONCEPTS OF MODERN PHYSICS

Topics and problems of modern physics, with emphasis on the physical concepts, the

experimental aspects, and their interrelation. Use of the historical approach to illustrate the role of the scientific method in the evolution of physical theories. Discussion of astrophysics, elementary particle physics, nuclear physics and solid state physics.
2 hours lecture, 2 hours recitation, 1 hour laboratory, 4 credits Mr. Ford and Staff

103 (I), 104 (II) COLLEGE PHYSICS

Non-calculus introductory physics for the student with a strong interest or background in science. Topics in mechanics, wave motions, heat, kinetic theory of gases, electricity and magnetism, optics, atomic and nuclear physics.
3 lecture hours, 1 recitation hour, 2½ hours laboratory alternate weeks, 5 credits
Prerequisite: Mathematics 103 or permission of instructor Mr. Posner and Staff

111 (I) FUNDAMENTALS OF PHYSICS I

The fundamental areas of physics covered in an integrated development of classical and modern concepts. Mathematical methods for the solution of problems. Subjects include mechanics, special relativity, thermodynamics, heat, and kinetic theory.
3 hours lecture, 2 hours recitation, 2½ hours laboratory alternate weeks, 5 credits
Prerequisite or corequisite: Mathematics 105
Mr. Shane and Staff

112 (II) FUNDAMENTALS OF PHYSICS II

Electricity, magnetism, and elementary wave motion, including topics in sound and light. Introduction to the quantum nature of light and wave aspects of particles.
3 hours lecture, 2 hours recitation, 2½ hours laboratory alternate weeks, 5 credits
Prerequisite: Physics 111
Prerequisite or corequisite: Mathematics 106
Mr. Shane and Staff

121 (I), 122 (II) INTRODUCTION TO ASTRONOMY

Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration and life on other worlds.
3 hours, 4 credits
Prerequisite: 2 semesters of physical science or permission of instructor Mr. Martin

211 (I) INTRODUCTION TO CONTEMPORARY PHYSICS

Wave motion; electromagnetism and light; atomic physics and elements of quantum mechanics; introduction to elementary particle physics, nuclear physics, and solid state physics.
Prerequisite: Physics 112
Prerequisite or corequisite: Mathematics 150 or permission of instructor Staff

212 (II) MECHANICS

Principles of Newtonian mechanics, conservation laws, gravitational potential theory and conservative fields, central forces, oscillatory systems, rigid body rotation, and relativistic mechanics.
Prerequisite: Physics 211 or permission of instructor; Mathematics 150 Staff

281 (I), 282 (II) PHYSICAL LABORATORY

Basic principles of experimental physics and error analysis. Experiments in mechanics, heat, optics, electricity, magnetism, atomic and nuclear physics.
4 hours laboratory, 2 credits
Prerequisite: Physics 102 or 112, or permission of instructor Mr. Catz

321 (I) THEORY OF ELECTRICITY AND MAGNETISM (I)

Basic concepts of electric magnetic fields: electrostatics, magnetostatics, electric currents, electromagnetism; development of Maxwell's equations and simple applications, physical optics; reflection, dispersion, polarization, and diffraction.
Prerequisite: Mathematics 150
Prerequisite or corequisite: Physics 212 or permission of instructor Mr. Mollow

322 (II) THEORY OF ELECTRICITY AND MAGNETISM (II)

Description of the phenomena of electricity and magnetism in mathematical terms: boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge; special relativity.
Prerequisite: Physics 321, Mathematics 151
Mr. Mollow

350 (I) STATISTICAL PHYSICS

Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Physics 212 or permission of instructor Mr. Shah

361 (I) ELECTRONICS

The fundamentals of electronics, including d.c. and a.c. circuit analysis, vacuum tube

circuits, transistors, amplifiers, oscillators, and pulse and digital circuits.
Prerequisite: Physics 112 Staff

371 (I) BASIC ELECTRONICS WITH LAB

Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, pulse amplifiers – to be covered in lectures.
1 hour lecture, 4 hours laboratory, 3 credits
Note: Students may not be granted credit for both Physics 361 and 371.
Prerequisite: Physics 112
Mr. Mahon, Mr. Rao

374 (II) SELECTED TOPICS IN ELECTRONICS

Concepts of digital measurements, counting, timing and switching, diode circuits, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readout, digital, analog-digital instruments, and systems.
2 lecture hours, 2 credits
Prerequisite: Physics 371 Mr. Rao

381 (I), 382 (II) INTERMEDIATE LABORATORY

Experiments in geometrical and physical optics, electronics, atomic physics, nuclear physics. Individual program of experiments for each student according to his interests and previous experience.
4 hours laboratory, 2 credits
Prerequisite: Physics 281 or 282
Prerequisite or corequisite: Physics 321
In special cases a requirement may be waived with consent of the instructor.
Staff

421 (I) ATOMIC PHYSICS AND INTRODUCTORY QUANTUM MECHANICS

The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics; the role of the Pauli principle and spin in determining periodic atomic properties; radiation phenomena.
Prerequisite: Physics 212 or permission of instructor Mr. Ginsberg

422 (II) NUCLEAR AND PARTICLE PHYSICS

The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problem in quantum mechanics, particles.
Prerequisite: Physics 421 Mr. Ginsberg

430 (II) INTRODUCTION TO SOLID STATE PHYSICS

An introductory treatment of the physics of solids.
Prerequisite: Physics 350 and 421 Mr. Shah

481 (I), 482 (II) ADVANCED LABORATORY

Experimental work in a variety of fields selected to meet the needs of the student.
6 laboratory hours, 3 credits
Prerequisite: Physics 371 or 381 or 382 or permission of instructor Mr. Mahon

RELATED COURSE:
PHYSICAL SCIENCE 386
METHODS AND PRACTICE
TEACHING OF PHYSICAL SCIENCE
IN SECONDARY SCHOOLS

POLITICS

COLLEGE I

Sanford Lieberman, Ph.D., Assistant Professor of Politics and Chairman of Politics, College I; Glenn Tinder, Ph.D., Professor of Politics; Richard Hogarty, Ph.D., Maynard Toll, Ph.D., Assistant Professors of Politics; Arthur Simonds, B.A., Instructor in Politics.

COLLEGE II

George Goodwin, Jr., Ph.D., Professor of Politics and Chairman of Politics, College II; Primo Vannicelli, Ph.D., Assistant Professor of Politics; Richard Landry, M.A., Diane Paul, M.A., Instructors in Politics; Arnold Beichman, M.A., Lecturer in Politics.

Graduation Requirements

Politics majors are required to take Politics 122 and 123 and eight courses above

the introductory level. At least one upper level course should come from each of these four fields: American Government and Politics, Comparative Government and Politics, International Relations, Political Theory. With the approval of a student's adviser, cognate courses may be substituted for two of the eight upperclass Politics courses. Majors with a cumulative average of at least 3.0 may, with the approval of the Department, write a senior thesis. They should register for Politics 393, 394.

Course Offerings

(3 hours, 3 credits each, unless specified)

122 (II) GOVERNMENT AND POLITICS OF THE UNITED STATES

The three main branches of the national government, federalism, political parties and interest groups, and governmental functions.
3 hours, 4 credits Staff

123 (I, II) POLITICAL IDEAS OF THE 20th CENTURY

Major political viewpoints of the present, including conservatism, liberalism, Marxism and Fascism.
3 hours, 4 credits Staff

201 (I) POLITICAL PARTIES

The American political process, with emphasis on political parties, pressure groups and public opinion.
Prerequisite: Junior standing Mr. Goodwin

205 (I, II) THE AFRO-AMERICAN EXPERIENCE: THE POLITICS OF PROTEST

An historical study of Black Africa with special reference to the political dimension of the Afro-American heritage.
Prerequisite: Junior standing Staff

212 (II) THE LEGISLATIVE PROCESS

The functions of national and state legislatures, and the role played by political parties and interest groups in the legislative process.
Prerequisite: Junior standing Mr. Goodwin

223 (I) PUBLIC ADMINISTRATION

The bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing Mr. Hogarty

231 (I) AMERICAN CONSTITUTIONAL LAW AND THEORY

The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial powers, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing Staff

241 (I) METROPOLITAN POLITICS

Municipal politics, organization and functions; special reference to impact of recent social and economic changes upon city, suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing Miss Paul

242 (I) PROBLEMS OF URBAN POLITICS

Some of the philosophical issues raised by urbanization: Are cities necessary? Is the relatively democratic structure of American cities responsible for some of their problems? Has there been a "revolution of rising expectations" in urban life? Considered in historical and comparative perspectives.
Prerequisite: Junior standing Miss Paul

244 (II) THE FEDERAL SYSTEM

Consequences of areal division of power for politics at national, state and local levels.
Prerequisite: Junior standing Staff

245 (II) STATE AND LOCAL POLITICS

The dynamics and interrelationships of state and local governmental units, emphasizing leadership resources and political change.
Prerequisite: Junior standing Mr. Hogarty

251 (I), 252 (II) EUROPEAN COMPARATIVE GOVERNMENT

Problems in the government and politics of selected European countries.
Prerequisite: Junior standing Mr. Simonds

253 (II) GOVERNMENT AND POLITICS OF BRITAIN

Political institutions as they exist in the land of 'ultrastability,' social accommodation and circulatory elitism. Comparisons with institutions in other Western democracies.
Prerequisite: Junior standing
Mr. Beichman

254 (II) GOVERNMENT AND POLITICS OF THE SOVIET UNION

The historical and ideological origins of the

Soviet Union; the role and beliefs of the Communist party under Lenin and Stalin and in the post-Stalin period; contemporary Soviet ideology and Western theories of totalitarianism.
Prerequisite: Junior standing
Mr. Lieberman

257 (I), 258 (II) GOVERNMENT AND POLITICS OF AFRICA

African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing Mr. Nketsia

261 (I) THE POLITICS OF NATIONAL DEVELOPMENT

The extent to which elements of the 'third world' have progressed from statehood to nationhood during the quarter century following the great anticolonial revolution.
Prerequisite: Junior standing
Mr. Beichman

264 (II) CHINA IN THE MODERN WORLD

The attempts of three Chinese regimes – the Traditional, the Nationalist, and the Communist – to cope with the domestic and international problems created by China's emergence as a nation-state.
Prerequisite: Junior standing Mr. Landry

301 (I) INTERNATIONAL RELATIONS

The nation-state system and conceptions of national interest in modern world politics; forms and distribution of power; the making of foreign policy and adjusting international conflict.
Prerequisite: Junior standing Mr. Toll

304 (II) AMERICAN FOREIGN POLICY

Major issues and problems of American foreign policy in the contemporary world.
Prerequisite: Junior standing Mr. Toll

306 (II) SOVIET UNION POLICY

The foreign policy of the Soviet Union. Topics include: continuity and change; the role of ideology and national interest; the origin and dynamics of the Cold War; the Sino-Soviet dispute; and Soviet-East European relations.
Prerequisite: Junior standing
Mr. Lieberman

351 (I) ANCIENT AND MEDIEVAL POLITICAL THOUGHT

The origins and the early development of the main political ideas of the West.
Prerequisite: Junior standing Mr. Tinder

352 (II) MODERN POLITICAL THOUGHT

The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Junior standing Mr. Tinder

356 (II) AMERICAN POLITICAL THOUGHT

An analytical and historical study of the development of American political thought and institutions from colonial times. Primary source readings feature the ideas and deeds of those who have shaped the American concept of free government.
Prerequisite: Junior standing Staff

362 (II) SOCIALISM IN THE MODERN WORLD

The origins and doctrines of modern socialism with particular emphasis on Marxist-Leninist thought. Topics include: Utopian and Guild Socialism, Fabianism, Syndicalism, Titoism, Marxist Revisionism, Maoism, and Socialism in the United States.
Prerequisite: Junior standing
Mr. Lieberman

371 (I) HISTORY OF CHINESE POLITICAL THOUGHT

The origins and continuity of Chinese political thought and its radical transformation in the 20th century.
Prerequisite: Junior standing Mr. Landry

391 (I), 392 (II) SEMINAR

Intensive studies in various important fields in politics. Emphasis on independent research.
By invitation of department Staff

393 (I), 394 (II) SPECIAL PROBLEMS

Guided reading in special areas of Politics. May be used for Honors thesis.
By invitation of department Staff

395 (I), 396 (II) SPECIAL PROBLEMS IN THE FIELD OF POLITICS

Seminar in the field of practical politics generally taught by professional politicians.
By invitation of department Staff

RELATED COURSES:

Social Sciences 131 (I) Introduction to Social and Political Analysis

Social Sciences 226 (II) The Politics and Sociology of Ecology
Social Sciences 300 (I, II) Communications and Opinion

PSYCHOLOGY

COLLEGE I

Donald Krus, Ph.D., Professor of Psychology and Acting Chairman of Psychology, College I; Bernard Rosenblatt, Ph.D., Professor of Psychology; Sebastiano Santostephano, Ph.D., Part-time Professor of Psychology; Peter Comalli, Ph.D., Visiting Associate Professor of Psychology; Ina Samuels, Ph.D., Part-time Associate Professor of Psychology; Gerald Barofsky, Ph.D., William Berkowitz, Ph.D., Robert Brooks, Ph.D., Susan Gassner, Ph.D., Emma G. Kraidman, Ph.D., Harry Lewis, M.A., Celia Moore, Ph.D., Barbara Ross, Ph.D., Jonathan Slavin, Ph.D., Assistant Professors of Psychology; Susan Monjan, Ph.D., Part-time Assistant Professor of Psychology.

COLLEGE II

Thomas Kreilkamp, Ph.D., Assistant Professor of Psychology, Acting Chairman of Psychology, College II; Maxwell J. Schleifer, Ph.D., Professor of Psychology; Sanford Autor, Ph.D., Stanley Klein, Ph.D., Associate Professors of Psychology; Nelson Butters, Ph.D., Part-time Associate Professor of Psychology; Grace Baruch, Ph.D., Paul Kanzer, Ph.D., Assistant Professor of Psychology; Arthur McCaffrey, Ph.D., Ethan Pollack, Ph.D., Suellen Rubin, Ph.D., Part-time Assistant Professors of Psychology; David Edelstein, M.A., Instructor in Psychology; Peter Gombosi, Ph.D., Part-time Instructor in Psychology; George Gardner, Ph.D., Visiting Lecturer in Psychology.

Graduation Requirements

Psychology majors must take Psychology 122 plus eight advanced courses. Majors who intend to apply to graduate departments of Psychology are strongly advised to take Psychology 235 and 271. Students who wish to take an advanced course before their Junior year must have permission of the instructor.

Course Offerings

(3 hours, 3 credits each, unless specified)

122 (I, II) INTRODUCTION TO PSYCHOLOGY: PSYCHOANALYSIS AND THE STUDY OF MAN
Basic psychoanalytic concepts applied to the study of man.
3 hours, 4 credits
Prerequisite: Sophomore standing Staff

235 (I, II) SYSTEMS OF PSYCHOLOGY
Major trends in contemporary psychology, based on historical evaluation of the leading concepts.
Prerequisite: Junior standing Mr. Schleifer

237 (I, II) DEVELOPMENTAL PSYCHOLOGY
Normal and abnormal development of mind and personality, with special emphasis on infancy, childhood, and adolescence.
Prerequisite: Junior standing Mr. Klein

238 (I) ADVANCED DEVELOPMENTAL PSYCHOLOGY: SPECIAL TOPICS IN DEVELOPMENTAL PSYCHOLOGY
The theoretical frontiers in clinical child psychology, from a developmental approach.
Prerequisite: Permission of instructor Staff

239 (I, II) EDUCATIONAL PSYCHOLOGY
Application of psychological concepts to education with emphasis on the role of the school, the family, the classroom, and the teacher in the educational process.
Prerequisite: Junior standing Staff

240 (I, II) PSYCHOPATHOLOGY
Etiology, dynamics and treatment of psychopathology.
Prerequisite: Junior standing Staff

241 FREUD'S CASE HISTORIES
Careful review of Freud's published case histories: Dora, The Rat Man, The Wolf Man, Schreber, Little Hans. Special attention to the problems of the case history as scientific evidence. Some relationships between the writing of case histories and the writing of fiction and biography.
Prerequisite: Psychology 122, Psychology 237, Psychology 240, Psychology 260 Staff

250 (I, II) THEORIES AND FUNDAMENTAL ISSUES OF LEARNING

Review of such basic learning theories as those of Pavlov, Hull, Tolman, and Kohlet, and an attempt to apply theory to selected topics.
Prerequisite: Junior standing Staff

260 (I, II) THEORIES OF PERSONALITY

A comprehensive history and study of major personality theories.
Prerequisite: Junior standing Mr. Schleifer

270 (I, II) SOCIAL PSYCHOLOGY

A basic survey of social psychology, with focus on the nature of human groups and the way man's participation in them affects his own behavior.
Prerequisite: Psychology 122 and Junior standing Staff

271 (I, II) EXPERIMENTAL METHOD IN PSYCHOLOGY

The historical foundations and development of psychology as a science with focus on the nature of scientific method in general, and experimental method in particular.
Prerequisite: Psychology 122; majors only or permission of instructor Staff

272 (I, II) PSYCHOLOGY OF PERCEPTION

The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with perception-personality relationships.
Prerequisite: Psychology 122 and Junior standing Mr. Krus

273 (I, II) PHYSIOLOGICAL PSYCHOLOGY

A basic survey of physiological psychology: sensory processes, motor behavior, drives and instincts, arousal, and learning.
Prerequisite: Psychology 122 Mr. Weiss

275 (I, II) THINKING AND DISORDERS OF THOUGHT

The nature of the thought process; theories of thinking; contributions of psychopathology to an understanding of thinking.
Prerequisite: Psychology 122 and Junior standing Staff

277 (I, II) COMPARATIVE PSYCHOLOGY

Evolution of behavior, similarities and differences in capacities for environmental adjustment and for behavioral organization among the important types of living beings, from plants and unicellular organisms to the primates, including man.
Staff

280 (I, II) HISTORY OF PSYCHOLOGY

Psychological concepts from Aristotle to Freud; a consideration of the classic doctrines of man, the views of the 17th century philosophers, the Darwinian influence and a preview of 20th century developments.
Staff

295 (I), 296 (II) PROBLEMS IN PSYCHOLOGY

Independent work on special problems or in certain fields of psychological interest by arrangement with department.
Staff

297 NORMALITY AND PSYCHOPATHOLOGY IN CHILDHOOD

An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they have evolved from experience in the psychoanalysis of children. Specific topics include: temporary regression in childhood; the transitional object; consciousness in childhood; the influence of physical illness and hospitalization on mental development; object loss; the diagnostic profile; the concept of developmental lines; the concept of the representational world.
Prerequisite: Psychology 122, Psychology 237, Psychology 240, Psychology 260

298 SCIENTIFIC METHOD AND STATISTICAL ANALYSIS

Scientific method as it applies to psychology, and the role of statistics within that method. Fundamental statistical concepts and techniques; primary stress on the logic which underlies their use as descriptive and analytic tools in psychological inquiry.
Prerequisite: Math 101 and 102 or equivalent Staff

299 THE FAMILY AND CHILD: A PSYCHOLOGICAL VIEW

The role of the family in psychological development of the child. A psychodynamic view of the family, to examine stages of development from the third trimester of pregnancy to sixteen years of age.
Staff

RUSSIAN

COLLEGE II

George Siegel, Ph.D., Associate Professor of Russian and Chairman of Russian, College II; George N. Kostich, M.A., Anny Newman, M.A., Instructors in Russian.

Graduation Requirements

1. Seven courses in the department beyond the intermediate level which must include Russian 231–232 (3rd year Russian), Russian 221–222 (Russian Literature in Translation), and either Russian 241 (Russian Phonetics) or Russian 242 (Structure of the Russian Language).
2. Russian History, History 235–236.
3. One semester course of literature in the original.

Course Offerings

(3 class hours, 3 credits each, unless specified)

Course numbers 221, 222, 355 and 356 are literature courses in translation. They satisfy the language requirement. All other courses are given in Russian.

111 (I), 112 (II) ELEMENTARY RUSSIAN

For students with no previous training in Russian. Development of the four language skills, based on an audio-lingual approach.
4 hours, 2 hours laboratory
4 credits Staff

121 (I), 122 (II) INTERMEDIATE RUSSIAN

Intensive review of grammar. Continued practice in speaking, writing and listening.
4 hours, 4 credits
Prerequisite: Russian 122 or equivalent
Staff

221 (I), 222 (II) RUSSIAN LITERATURE IN TRANSLATION

Modern Russian literature, concentrating on prose, from 1800 to the present. No reading knowledge of Russian required.
Prerequisite: Sophomore standing
3 hours, 4 credits Mr. Siegel

231 (I), 232 (II) INTRODUCTION TO RUSSIAN LITERATURE

Reading of selected classics of 19th and 20th century Russian literature, combined with written and oral work.
Prerequisite: Russian 122 or equivalent
Mrs. Newman

241 (II) THE SOUND PATTERNS OF RUSSIAN

Detailed analysis of the sound system, articulation and intonational patterns of the Russian language. Emphasis on aural comprehension and oral fluency.
Prerequisite: Russian 122 or equivalent
Mrs. Newman

242 STRUCTURE OF THE RUSSIAN LANGUAGE

The structure of the contemporary Russian language. Morphology, accentology and syntax.
Prerequisite: Russian 122 or equivalent
Mrs. Newman

331 (I), 332 (II) RUSSIAN STYLISTICS

The style of Russian literary works. Practical application of principles of grammar and intensive study of idiomatic expressions.
Prerequisite: Russian 232 or equivalent
Mr. Kostich

357 (I) 19th CENTURY RUSSIAN POETRY

Readings in Lermontov, Tjutchev, and Nekrasov.
Prerequisite: Russian 122 (or 2 years of Russian) Mr. Siegel

358 (II) PUSHKIN

Readings in the poetry and prose of Pushkin.
Prerequisite: Russian 122 (or 2 years of Russian) Mr. Siegel

359 (I) 20th CENTURY RUSSIAN POETRY

Close reading and analysis of the Russian texts of poems of Mayakovsky, Voznesensky, and Evtushenko.
Prerequisite: Sophomore standing Staff

386 METHODS AND PRACTICE TEACHING OF RUSSIAN IN SECONDARY SCHOOLS

The issues, principles and methods of secondary school Russian language teaching. Supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program
Mrs. Newman

Russian Literature in Translation

263 (II) RUSSIAN CULTURE AND CIVILIZATION

Aspects of Russian history, religion, literature, art, architecture, and music studied in relation to one another rather than in isolation. Within the general framework, students are encouraged to pursue topics of individual interest.
3 hours, 4 credits
Prerequisite: Sophomore standing Staff

264 (I) BULGAKOV, PASTERNAK AND SOLZHENITSYN

Readings in English translation of selected novels and short stories of three major Soviet writers.
3 hours, 4 credits
Prerequisite: Sophomore standing Staff

265 (I) CHEKHOV

Readings of selected plays and short stories of Chekhov in English translation.
3 hours, 4 credits
Prerequisite: Sophomore standing Staff

353 (I) DOSTOEVSKY

Historical and literary background. No reading knowledge of Russian required. Russian majors expected to do a part of the reading in the original.
3 hours, 4 credits
Prerequisite: Sophomore standing Staff

354 (II) TOLSTOY

Historical and literary background. No reading knowledge of Russian required. Russian majors expected to do a part of the reading in the original.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Kostich

355 (II) SOVIET LITERATURE

Beginnings and development of Soviet prose, drama and criticism from Gorky to the present. No reading knowledge of Russian required. Majors required to do research in Russian.
3 hours, 4 credits Staff

356 (I) RUSSIAN DRAMA

The masterpieces of the Russian theatre from the beginnings to recent years. Plays from Fonvizin to Gorky. No reading knowledge of Russian required. Russian majors expected to do a part of the reading in the original.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Kostich

SOCIAL SCIENCES

Course Offerings

(3 class hours, 3 credits each unless specified)

131 (I) INTRODUCTION TO SOCIAL AND POLITICAL ANALYSIS

Political processes as general phenomena, occurring in all social and political institutions, seen through ideas derived from the study of political behavior, organization theory, and political anthropology, and evaluated in terms of normative political philosophy. Recommended for students with specific vocational goals or background in organizational activity.
3 hours, 4 credits Staff

211 (I), 212 (II) BOOKS AND THE CITY CHILD

Children's literature as a reflection of the world of the city child and its use in expanding that world.
Mrs. Brown, Mrs. Kaufman

226 (II) THE POLITICS AND SOCIOLOGY OF ECOLOGY

Sociological and political perspectives on the relationship between man and his environment. Special attention to Boston.
Prerequisite: Junior standing Staff

300 (I, II) COMMUNICATIONS AND OPINION

Sociological and political perspectives on mass communications.
Prerequisite: Junior standing Staff

386 (I, II) METHODS AND PRACTICE TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOLS

The issues, principles, and methods of secondary school social science teaching; supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program
Mrs. Mark

SOCIOLOGY

COLLEGE I

James E. Blackwell, Ph.D., Professor of Sociology and Chairman of Sociology, College I; Nana Kobena Nketsia, D. Phil., Visiting Professor of Politics and Sociology; Richard Robbins, Ph.D., Daisy Tagliacozzo, Ph.D., Professors of Sociology; John Dickinson, Ph.D., Calvin Larson, Ph.D., Associate Professors of Sociology; Gerald Garrett, Ph.D., Lenora Greenbaum, Ph.D., Siamak Movahedi, Ph.D., Assistant Professors of Sociology.

COLLEGE II

Peggy Marquis, Ph.D., Assistant Professor of Sociology and Chairman of Sociology, College II; Gordon Zahn, Ph.D., Professor of Sociology; Jeanne Binstock, Ph.D., Harry Brill, Ph.D., Assistant Professors of Sociology; Harry Finkelstein, M.S.W., Howard Rotblat, M.A., Sharon Stichter, B.A., Instructors in Sociology; Lawrence Kamara, M.A., Part-time Lecturer in Sociology.

Graduation Requirements

The Department of Sociology and Anthropology offers a major in Sociology as well as a concentration in Anthropology for a limited number of students. Majors should take introductory courses in Psychology and Sociology during the Sophomore year and a minimum of eight additional courses in the Junior and Senior years. Within the major, the Department requires one course in Anthropology, Sociology 356, and Sociology 382 (to be taken during the Senior year). At the invitation of the Department, a Senior may take individual directed study with an emphasis on independent research. Majors are encouraged to choose related subjects within the Division of Social Sciences. The Department permits up to two cognate courses from other social sciences to be counted toward the major. A list of these courses can be consulted at the Departmental Office.

Students interested in a career in Corrections and related fields are advised to take Sociology 274, 309, 310, and 312.

Course Offerings

(3 hours, 3 credits each, unless specified)

121 (I, II) INTRODUCTION TO SOCIOLOGY

The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, social change.
3 hours, 4 credits Staff

200 HUMAN SERVICE ORGANIZATIONS

Theory and practice of people-processing and people-changing organizations.
Prerequisite: Sociology 121
Mr. Finkelstein

221 (II) THE URBAN COMMUNITY

The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociology 121
Mr. Finkelstein, Mr. Larson, Mr. Brill

226 POLITICS AND SOCIOLOGY OF ECOLOGY

Political processes as general phenomena occurring in all social and political institutions, considered through ideas derived from the study of political behavior, organization theory and political anthropology, and evaluated in terms of normative political philosophy.
3 hours, 4 credits Staff

242 FAMILY

A comparative and historical analysis of family systems. Emphasis on the development and future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociology 121
Mr. Dickinson, Mr. Kamara

252 (I) RACIAL AND ETHNIC RELATIONS

Conflicts and accommodations among differing racial and ethnic groups. Nature and character of prejudice and discrimination. Minority-Majority relations in selected societies.
Prerequisite: Sociology 121
Mr. Blackwell, Mr. Robbins

253 (II) POPULATION AND ECOLOGY

The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interacts with features of population.
Prerequisite: Sociology 121 Mr. Dickinson

262 (II) POLITICAL SOCIOLOGY

An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisite: Sociology 121 and Politics 121
Mr. Rotblat, Mrs. Stichter

274 (I) SOCIAL DEVIANCE AND CONTROL

The social conditions of individual and group behavior disorders; deviant subcultures and social control.
Prerequisite: Sociology 121
Mrs. Marquis, Mr. Garrett

275 (I) SOCIETY AND THE INDIVIDUAL

Basic survey of the impact of social environment on the behavior, attitudes and personality of individuals. Theoretical and research literature bearing on the concept of socialization as a continuous process through the life cycle, with emphasis on the implications for personal and social change.
Prerequisite: Sociology 121 and Psychology 122 Mrs. Marquis

276 SOCIAL PSYCHOLOGY OF SEX ROLES: MEN AND WOMEN IN SOCIETY

An analysis of male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect societies' functional definition of acceptable and deviant sex roles.
Prerequisite: Sociology 121
Mrs. Marquis

300 COMMUNICATIONS AND OPINION

Sociological and political perspectives on mass communications.
Prerequisite: Sociology 121 and Junior standing Staff

309 (I, II) JUVENILE DELINQUENCY

The nature and extent of delinquency, explaining theories, delinquent subculture, and programs for control and prevention.
Prerequisite: Junior standing and Sociology 121 Mr. Blackwell, Mr. Garrett

310 (I, II) CRIMINOLOGY

A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: Sociology 121 and Junior standing Mr. Blackwell, Mr. Garrett

312 (I, II) CORRECTIONS

Prisons, jails, parole, and probation. Attention to inmate social structure, philosophy underlying correctional system and modern treatment approaches.
Prerequisite: Junior standing and Sociology 309 Mr. Garrett

316 MODERNIZATION

Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociology 121 and/or Anthropology 122 Staff

317 IDEOLOGY AND SOCIAL CONTROL IN SOUTHERN AFRICA AND LATIN AMERICA

From a comparative perspective, the exercise and structure of power in selected nations, states of Latin America and Southern Africa. Special reference to race and social class.
Prerequisite: Sociology 121, Anthropology 122 or Politics 122 Staff

318 THEORY OF SOCIAL CHANGE

Alternative theories of social change, at the societal and community levels. Classical theories of change, including Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociology 316 or Sociology 121 and permission of instructor Staff

327 (I) SOCIAL STRATIFICATION

Social classes in traditional and industrial societies, classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociology 121 and Psychology 122 Mrs. Binstock

338 (I, II) SOCIOLOGY OF EDUCATION

The educational systems of various types of western and non-western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American

schools and colleges and the relevance of these features to the economy and the ideology.
Prerequisite: Sociology 121
Mr. Robbins, Mrs. Binstock

339 SOCIOLOGY OF RELIGION

Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political, and other institutions.
Prerequisite: Permission of instructor
Mr. Zahn

345 COLLECTIVE BEHAVIOR

The nature and form of religious, ethnic, racial and other types of groupings, mass society and masses in society; formation and structure of crowds.
Prerequisite: Sociology 121 or Anthropology 122 Staff

354 ELEMENTS OF SOCIAL STATISTICS

Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociology 121 and 6 hours of Soc-Anthro; Junior standing or permission of instructor
This course is not a prerequisite for So 356 for sociology majors in College II
Mr. Movahedi

355 COMPARATIVE SOCIAL STRUCTURES

The comparative study of large-scale social systems with emphasis on national societies. The theory and methodology of comparison and comparisons of major features of social systems. Construction of typologies.
Prerequisite: Sociology 121 and Junior standing Mrs. Stichter, Staff

356 (I, II) METHODS OF SOCIOLOGICAL RESEARCH

Design of sociological research and methods of inquiry. Organization and analysis of data. Development of research projects.
Prerequisite: Sociology 121 and 354 (College I sociology majors) and Junior standing
Mr. Garrett, Mr. Movahedi, Mr. Rotblat

357 (I, II) FIELD WORK METHODS

Intensive training in observational methods; readings of theoretical issues involved; concentrated community oriented field work under close supervision.
Prerequisite: Sociology 121 or Anthropology 122 Staff

382 (I, II) ELEMENTS OF SOCIOLOGICAL THEORY

Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary theory to contemporary sociological interests and research.
Prerequisite: Sociology 121 and Junior standing
Mr. Larson, Mr. Robbins, Mr. Zahn

389 (I, II) SPECIAL TOPICS SEMINAR

Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociology 121 and permission of instructor Staff

399 (I, II) DIRECTED STUDY IN SOCIOLOGY

Students invited by the Department to conduct independent research during the Senior year. Periodic consultation and guidance provided by the staff.
Hours by appointment; 3 credits
Prerequisite: Sociology 121 and Psychology 122 Staff

502 (I, II) SOCIOLOGY OF SOCIAL MOVEMENTS

Analysis of general characteristics of social movements as a vehicle of social change — with focus on selected historical social movements.
Prerequisite: Sociology 121, Senior or Graduate standing Mr. Zahn

510 (I, II) THE SOCIOLOGY AND PSYCHOLOGY OF COMPLEX ORGANIZATIONS

Types of organizational structures both historically and in industrial societies. Profit-making and non-profit-making organizations, such as schools, business and public bureaucracies, corporations, churches, hospitals, and prisons.
Prerequisite: Sociology 121 and Senior or Graduate standing Staff

SPANISH

COLLEGE I

Ricardo Navas-Ruiz, Ph.D., Professor of Spanish and Chairman of Spanish, College I; L. Ricardo Alonso, Doctor en Ciencias Sociales y Derecho Público; Nellie Sánchez-Arce, Ph.D., Associate Professors of Spanish; Adorna Walia,

Ph.D., Assistant Professor of Spanish; Ivonne Buck, Ed.M., Chad Wright, M.A., Instructors in Spanish.

COLLEGE II

James Ryan, Ph.D., Professor of Spanish and Chairman of Spanish, College II; Maria C. Zardoya, Ph.D., Professor of Spanish; Maria-Luisa Osorio, Doctor en Filosofía y Letras, Assistant Professor of Spanish; José de Jesus Barba-Martin, M.A., Hilton Hall, M.A.T., Maria-Luisa Roberts, Pasante, Instructors in Spanish.

Graduation Requirements

Spanish majors are required to take Spanish 311, 312, and at least eight additional semesters of advanced courses, including two semesters of Spanish-American Literature and one semester of Cervantes (Spanish 336). Majors are strongly advised to take Advanced Spanish Grammar and Composition and Conversation before taking advanced literature courses.

Majors who plan to go on for a higher degree in Spanish are advised to take two semesters of Golden Age Literature, with at least one semester in the Comedia (drama).

Students may receive 3 credits toward their total of 24 major credits for acceptable work on an Honors Thesis written under the direction of an adviser from the Spanish faculty.

Course Offerings

(3 hours, 3 credits each, unless specified)

Courses 131–132, 261 and 262 are literature courses in translation. They satisfy the language requirement. All other courses are given in Spanish.

111 (I), 112 (II) ELEMENTARY SPANISH

For students with no creditable training in Spanish. An intensive study of the four language skills based on an audio-lingual approach.
4 hours, 1 hour laboratory, 4 credits Staff

121 (I), 122 (II) INTERMEDIATE SPANISH

An oral review and further study of the language skills with readings in Spanish and Spanish-American literature and culture.
4 hours, 4 credits
Prerequisite: Spanish 112 or equivalent
Staff

131 (I), 132 (II) INTRODUCTION TO HISPANIC LITERATURE IN TRANSLATION

Introduction to the student to the best in modern literature from Spain and Spanish-America. Instructors make selections from writers such as Asturias, Borges, Cela, Fuentes, Galdós, García-Lorca, García-Marquez, Goytisolo, Mallea, Matute, Ortega, Paz, Unamuno, Vargas-Llosa, and others. Knowledge of Spanish not required.
3 hours, 4 credits Staff

231 (I) INTRODUCTION TO SPANISH CULTURE

Selected readings in the literature and culture of the Hispanic world. Oral reports and papers based on the readings.
Prerequisite: Spanish 122 or equivalent
Miss Sánchez-Arce

232 (II) INTRODUCTION TO SPANISH-AMERICAN CULTURE

Selected readings in the literature and culture of the Spanish-American world. Oral reports and papers based on the readings.
Prerequisite: Spanish 122 or equivalent
Mrs. Osorio

261 (I) SPANISH MASTERPIECES IN TRANSLATION

Outstanding works of Spanish literature from the Middle Ages through the Renaissance and the Golden Age to modern times. No knowledge of Spanish required. Not open to Spanish majors.
3 hours, 4 credits
Prerequisite: 1 soph. Eng. course or permission of instructor Mr. Ryan

262 (II) MODERN SPANISH-AMERICAN LITERATURE IN TRANSLATION

Works of some of the outstanding Spanish-American writers of the 20th century. No knowledge of Spanish required.
3 hours, 4 credits
Prerequisite: 1 soph. Eng. course or permission of instructor Mrs. Walia

301 (I) ADVANCED SPANISH GRAMMAR

An intensive study of Spanish grammar and

syntax; emphasis on written exercises, themes, and papers.
Prerequisite: Spanish 122 or equivalent
Mr. Hall

302 (II) SPANISH COMPOSITION AND CONVERSATION

Intensive work in written and oral Spanish: weekly themes and frequent oral reports and speeches. Although Advanced Spanish Grammar is not a prerequisite, 302 is planned as a continuation of Spanish 301.
Prerequisite: Spanish 122 or equivalent
Miss Sánchez-Arce

311 (I), 312 SURVEY OF SPANISH LITERATURE

Intensive reading of masterpieces of Spanish literature. Written and oral reports required.
Prerequisite: Spanish 122 or equivalent, and permission or instructor Mrs. Osorio

321 (II) SPANISH CIVILIZATION

Studies in Spanish history, art, architecture, and music as a background for literature; readings, discussions, papers.
Prerequisite: Spanish 122 or equivalent
Miss Sánchez-Arce

322 (II) SPANISH-AMERICAN CIVILIZATION

Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present.
Prerequisite: Spanish 122 or equivalent
Staff

331 (I) POETRY OF THE GOLDEN AGE

Selections from Garcilaso, Herrera, Fray Luis de León, San Juan de la Cruz, Lope de Vega, Góngora, Quevedo.
Prerequiste: Spanish 312 Miss Zardoya

332 (I) GOLDEN AGE PROSE

Selections from various forms of Spanish prose such as pastoral and Moorish novel, moral, mystical, and satiric prose.
Prerequisite: Spanish 312
Miss Sánchez-Arce

333 (I), 334 (II) GOLDEN AGE THEATER

Outstanding dramatists of the 16th and 17th centuries: Torres Naharro, Gil Vicente, Lope de Rueda, Juan de la Cueva, Cervantes, Lope de Vega, Guillén de Castro, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca, Rojas Zorrilla, Moreto, and others.
Prerequisite: Spanish 312 Staff

335 (I) CERVANTES

The works of Cervantes with the exclusion of *Don Quijote.*
Prerequisite: Spanish 312 Miss Zardoya

336 (II) CERVANTES

An analytical study of *Don Quijote.*
Prerequisite: Spanish 312 Miss Zardoya

337 (II) THE PICARESQUE NOVEL

The major picaresque novels of the 16th and 17th centuries: *Lazarillo de Tormes, Guzmán de Alfarache, La vida del Buscón,* and others.
Prerequisite: Spanish 312 Mr. Ryan

341 (I) NINETEENTH CENTURY SPANISH POETRY AND THEATER

Selections of poetry and theatrical works of both the Romantic and Realistic periods.
Prerequisite: Spanish 312 Staff

342 (II) NINETEENTH CENTURY SPANISH PROSE

Selections from custombristic writers such as Larra and Mesonero Romanos, and novelists such as Alarcón, Pereda, Valera, and Pérez Galdós.
Prerequisite: Spanish 312 Staff

343 (I) GALDOS

Selected works of Spain's greatest modern novelist.
Prerequisite: Spanish 312 Mr. Navas-Ruiz

351 (I), 352 (II) THE GENERATION OF 1898

Selections from Ganivet, Unamuno, Valle Inclán, Baroja, Azorín, Machado, Miró, Pérez de Ayala, and Ortega.
Prerequisite: Spanish 312 Staff

353 (I) TWENTIETH CENTURY SPANISH POETRY

Selected readings from Juan Ramón Jiménez, the poets of the generation of 1927, and the post-war generation.
Prerequisite: Spanish 312 Miss Zardoya

354 (II) TWENTIETH CENTURY SPANISH THEATER

Selected readings from the major dramatists of the twentieth century.
Prerequisite: Spanish 312 Staff

355 (I) TWENTIETH CENTURY SPANISH FICTION

Selected readings from the major novelists and short story writers of the twentieth century.
Prerequisite: Spanish 312 Staff

361 (I) SPANISH LITERATURE BEFORE 1500

Readings from *El Cid* through the *Celestina,* including such works as *Libro de Buen Amor, El Conde Lucanor,* romances, and the poetry of el Marqués de Santillana, Jorge Manrique, and others.
Prerequisite: Spanish 312 Staff

371 (I), 372 (II) SURVEY OF SPANISH-AMERICAN LITERATURE

Masterpieces from the Colonial period to the 20th century examined against the background of historical events, social pressures, and European literary movements.
Prerequisite: Spanish 312 Mrs. Walia

373 (I) MODERN SPANISH-AMERICAN NOVEL

Extensive readings in the great works of contemporary Spanish-American prose. The major themes of man against nature, man against society, "indigenismo", "criollismo".
Prerequisite: Spanish 312 Staff

374 (II) CONTEMPORARY SPANISH-AMERICAN FICTION

Spanish-American prose fiction from Borges to present-day writers.
Prerequisite: Spanish 312 Staff

375 (I) SPANISH-AMERICAN ESSAY

Selected readings from the works of the major essayists of the 19th and 20th centuries.
Prerequisite: Spanish 312 Mr. Alonso

376 (II) CONTEMPORARY SPANISH-AMERICAN POETRY

Selections of Spanish-American poetry from Modernism to the present.
Prerequisite: Spanish 312 Mr. Navas-Ruiz

377 (I) MODERNISM

The Spanish-American modernist movement with attention to Poetry and Prose.
Prerequisite: Spanish 312 Mr. Navas-Ruiz

381 (I) STUDIES IN SPANISH LITERATURE

Special topics or individual authors; topics vary from year to year.
Prerequisite: Spanish 312 Mr. Navas-Ruiz

382 (II) STUDIES IN SPANISH-AMERICAN LITERATURE

Special topics or individual authors; topics vary from year to year.
Prerequisite: Spanish 312 Staff

383 (I or II) SENIOR SEMINAR

Guided research projects in Spanish or Spanish-American literature. Recommended for students planning graduate work, and those who plan to write an Honors Thesis.
Prerequisite: Senior standing and permission of the Department. Staff

386 (II) METHODS AND PRACTICE TEACHING OF SPANISH IN SECONDARY SCHOOLS

The issues, principles, and methods of secondary school Spanish teaching. Supervision and critique of practice teaching.
3 hours, 20 hours laboratory (practice teaching), 9 credits
Prerequisite: 6 hours Education courses and admission to Teacher Certification Program.
Staff

THEATRE ARTS

COLLEGE I

Robert R. Evans, Ph.D., Assistant Professor of Theatre Arts and Chairman of Theatre Arts, College I.

COLLEGE II

Louis E. Roberts, Ph.D., Assistant Professor of Theatre Arts and Chairman of Theatre Arts, College II.

Graduation Requirements

Courses in Theatre Arts are offered at three levels: Introductory, Intermediate, and Advanced. Introductory Courses require no prerequisites and are directed to the student body as a whole. Intermediate Courses are workshops, courses in drama taught by other Departments of the University, and introductions to special areas of inquiry intended to provide basic knowledge of the field. Advanced Courses are given in the more specialized areas of theatre arts.

Summary of Requirements for Majors: Th 111, Th 123, Th 336, Th 335; four courses offered by other Departments in drama; two workshops; two Advanced Courses.

Course Offerings

(3 hours, 3 credits unless specified)

111 (I) TRADITIONS OF WESTERN DRAMA

The intents, designs, and techniques of the drama of the Western World, from the classic Greek to the contemporary European and American theatre. Emphasis on the cultural environment of each of the major periods and locales of the drama and the relation of the theatre to its public.
3 hours, 4 credits Mr. Roberts

121 (I) THE STYLES AND TECHNIQUES OF COMEDY

The comic form, emphasizing different styles, techniques, motivations and degrees of effectiveness of various exemplary comic playwrights, especially in their relation to their audiences, actors, and theatre architecture.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Evans

122 (II) THE STYLES AND TECHNIQUE OF TRAGEDY

The evolution of the tragic form, emphasizing different styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, especially in relation to their audience, actors, and theatre architecture.
3 hours, 4 credits
Prerequisite: Sophomore standing
Mr. Evans

123 (I) STAGECRAFT I

Introduction to theatrical production: design considerations, theatre facilities, materials, scenery, lighting, sound, properties and costumes.
3 hours laboratory, 3 credits Staff

212 (I) THEATRE OF SOCIAL PROTEST

An historical survey of the use of the theatre to challenge the values of society. The techniques of stagecraft used in different periods to reveal conflict in society, dramatize contemporary issues, and influence public opinion.
Prerequisite: Sophomore standing
Mr. Roberts

213 (II) THE AMERICAN THEATRE SINCE EUGENE O'NEILL

The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
Prerequisite: Sophomore standing
Mr. Evans

215 (I) MID-TWENTIETH CENTURY DRAMA

The ideas, values, and technique of the contemporary theatre as reflected in stage production. Mr. Roberts

231 (I) WORKSHOP IN CLASSICAL DRAMA

Correlating selected texts of Greek or Roman drama with classical theories and methods of production. A survey of the production history of a work to be performed to observe how different ages have reflected themselves in classical drama. Students prepare director's notebooks, and participate in the production of one or more plays presented to the University community.
Prerequisite: Permission of instructor
Mr. Roberts

232 (II) WORKSHOP IN MODERN DRAMA

The texts of one or more plays written between 1870 and the present in preparation for performance. Attention to the playwright and his age, and to the various styles in which the work has been performed. Students participate in all aspects of course productions prepared for the University community.
Prerequisite: Permission of instructor
Mr. Evans

233 (I) WORKSHOP IN NINETEENTH CENTURY DRAMA

The connection between the text of a play and the work as performance, with attention to the playwright and his age and to the production history of works performed. Written work may include a director's notebook and program notes; students participate in one or more productions presented to the University community.
Prerequisite: Permission of instructor
Mr. Roberts

235 (II) INTRODUCTION TO DIRECTING

The understanding of dramatic form required in directing. A survey of theories of production and the director's function. A study of artistic creation fusing the spoken

word, movement, gesture, sound, light, color, fabric, design and architecture.
Prerequisite: Permission of instructor
Mr. Roberts

236 (I) INTRODUCTION TO ACTING

Dramatic form required in acting. A survey of various styles — Greek, *commedia,* Elizabethan, romantic, and realistic — and the actor's function. Emphasis on recently evolved methods of acting, and on the preparation of scenes in class.
Prerequisite: Permission of instructor
Mr. Evans

251 (I) PLAYWRITING I

Writing for the theatre, including examination of model one-act and three-act plays by major contemporary writers, selected readings on the craft of playwriting, and completion of an original play begun in class.
Prerequisite: Sophomore standing
Mr. Evans

260 (I) DESIGN I

Theatre as art form in cultural and popular expression: function of the designer, application of elementary scenery and costumes as given in stagecraft classes, methods of pictorial representation.
1 hour lecture, 3 hours laboratory, 3 credits
Prerequisite: Permission of instructor Staff

300 (I) SEMINAR IN THE SCENIC IMAGINATION

The creative principles of stage production, based on an analysis of the playscript in its relation to the stage action, setting, costumes and lighting. Study of scenic metaphor and a review of the historic forms of staging, with emphasis on the modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor Staff

335 (II) INTRODUCTION TO DIRECTING II

Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: Introduction to Directing I
Mr. Evans

336 (I) INTRODUCTION TO ACTING II

Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: Introduction to Acting I
Mr. Roberts

351 (II) PLAYWRITING II

Writing for the theatre, with emphasis on the three-act form, including the construction of a scenario and completion of a draft of an original three-act play.
Prerequisite: Playwriting I Mr. Roberts

360 (II) DESIGN II

Physical characteristics of the assigned play, together with its characters — tragic, lyric, comic, etc., to be embodied in theatrical terms. Finished sketches of eight to ten scenes painted per semester. The expressive stage environment.
1 hour lecture, 2 hours laboratory, 3 credits
Prerequisite: Design I or permission of instructor Staff

Faculty of Resident Instruction

(1971-1972)

Rose Abendstern, B.A. (Hunter College), M.A., Ph.D., (Bryn Mawr College), *Assistant Professor of French.*

Feroz Ahmad, B.A. (St. Stephen's College, Delhi University), M.A., Ph.D. (London University), *Associate Professor of History.*

L. Ricardo Alonso, Lcdo. en D. Administrativo, Lcdo. en D. Diplomatico, Doctor en Derecho, Doctor en Ciencias Sociales (Universidad de la Habana), *Associate Professor of Spanish.*

Nina A. Alonso, B.S. (Simmons College), M.A., Ph.D., (Brandeis University), *Assistant Professor of English.*

Joseph S. Alper, B.A. (Harvard College), Ph.D., (Yale University), *Assistant Professor of Chemistry.*

Hatimali Amiji, B.A. (University of London), M.A. (Princeton University), *Lecturer in History.*

Martin Andic, M.A. (Dartmouth College), M.A., Ph.D., (Princeton University), *Assistant Professor of Philosophy.*

Anita Anger, B.A. (Carleton College), M.A. (Radcliffe College), *Part-time Lecturer in English.*

J.-P. Anselme, B.A. (St. Martial College), B.S. (Fordham University), Ph.D. (Polytechnic Institute of Brooklyn), *Professor of Chemistry.*

Marvin M. Antonoff, B.S., M.A. (New York University), Ph.D. (Cornell University), *Associate Professor of Physics.*

Renee M. Arb, B.S., M.A., Ph.D. (Radcliffe College), *Associate Professor of Art.*

Bernice Auslander, B.A. (Barnard College), M.S. (University of Chicago), Ph.D. (University of Michigan), *Associate Professor of Mathematics.*

Sanford Autor, B.A. (Columbia College), B.A., Ph.D. (Harvard University), *Associate Professor of Psychology.*

Barbara Ayres, B.A. (Coe College), M.A. (University of North Carolina), Ph.D. (Radcliffe College), *Associate Professor of Anthropology.*

Alfonso Azpeitia, M.S., Ph.D. (University of Madrid), *Professor of Mathematics.*

Donald Babcock, B.S. (U.S. Naval Academy), M.A., Ph.D. (Stanford University), *Assistant Professor of English.*

Van Cleaf Bachman, B.A. (Princeton University), Ph.D., (John Hopkins University), *Assistant Professor of History.*

Jose de Jesus Barba-Martin, B.A. (Collegium Maximum, Rome, Italy), M.A. (Tufts University), *Part-time Instructor in Spanish.*

Gerald Barofsky, B.A. (Cornell University), M.S., Ph.D. (Michigan State University), *Assistant Professor of Psychology.*

Grace Baruch, B.A. (Radcliffe College), M.A.T. (Harvard School of Education), Ph.D. (Bryn Mawr College), *Assistant Professor of Psychology.*

Ernest I. Becker, B.S. in Pharmacy, Ph.D. (Western Reserve University), *Professor of Chemistry.*

Arnold Beichman, B.A. (Columbia College), M.A. (Columbia University), *Lecturer in Politics.*

Ruth Bennett, B.S., Ph.D. (Tufts University), *Associate Professor of Biology.*

Janetta Benton, B.F.A. (Syracuse University), *Instructor in Art.*

William Berkowitz, B.A. (Cornell University), Ph.D. (Stanford University), *Assistant Professor of Psychology.*

Laurence D. Berman, A.B., M.A., Ph.D. (Harvard University), *Associate Professor of Music.*

Ann Berthoff, B.A. (Cornell College), M.A. (Radcliffe College), *Part-time Associate Professor of English.*

Frank Bidart, B.A. (University of California, Riverside), M.A. (Harvard University), *Part-time Lecturer in English.*

Jeanne Binstock, B.A. (College of the University of Chicago), M.A. (University of Chicago), Ph.D. (Brandeis University), *Assistant Professor of Sociology.*

Herbert Bix, B.A. (University of Massachusetts), M.A. (Harvard University), *Instructor in History.*

James Blackwell, B.A., M.A. (Case-Western Reserve University), Ph.D. (Washington State University), *Professor of Sociology.*

Joel M. Blair, B.A. (University of Texas), M.A., Ph.D. (Harvard University), *Associate Professor of English.*

Max Bluestone, B.N.S. (The College of the Holy Cross), M.A., Ph.D. (Harvard University), *Professor of English.*

Andrew Boelcskevy, B.A. (West Virginia University), M.A., Ph.D. (University of Pennsylvania), *Assistant Professor of German.*

Vorsila Bohrer, B.A. (University of Arizona), M.S. (University of Michigan), Ph.D. (University of Arizona), *Assistant Professor of Biology.*

Paul F. Boller, B.A. (Yale College), Ph.D. (Yale University), *Professor of History.*

Louis G. Bond, B.A., M.A. (Boston University), M.T.S. (Harvard University), *Lecturer in English.*

Paul Bookbinder, B.A. (Queens College), M.A., Ph.D. (Northeastern University), *Assistant Professor of History.*

Charles Bowen, B.A. (University of Notre Dame), M.A. (Yale University), *Instructor in English.*

Stuart W. Bradford, B.S., M.S. (Michigan State University), Ph.D. (Washington University, St. Louis), *Assistant Professor of Biology.*

Patricia Brennan, B.S. (Tufts University), M.S. (Georgetown University), *Lecturer in Biology.*

Harry Brill, B.A. (Brooklyn College), M.A., Ph.D. (University of California, Berkeley), *Assistant Professor of Sociology.*

Francis L. Broderick, B.A. (Princeton University), M.A., Ph.D. (Harvard University), *Professor of History.*

James H. Broderick, B.A. (Harvard College), M.A. (University of Chicago), Ph.D. (Harvard University), *Associate Professor of English.*

Harold Bronk, B.A. (Hofstra College), S.T.B. (Berkeley Divinity School), *Instructor in Philosophy.*

Luise Bronner, B.S. (University of Rhode Island), M.A., Ph.D. (University of Massachusetts), *Assistant Professor of German.*

Robert Brooks, B.A. (City College of New York), M.A., Ph.D. (Clark University), *Assistant Professor of Psychology.*

Thomas N. Brown, B.S. (Boston College), M.A., Ph.D. (Harvard University), *Professor of History.*

David W. Brubaker, M.A. (Yale University), *Instructor in French.*

Robert Buchele, B.S. (University of California, Los Angeles), M.A. (Massachusetts Institute of Technology), M.A. (Harvard University), *Part-time Lecturer in Economics.*

Ivonne Buck, B.A. (Instituto Del Profesorado Secondario Jose Hernandez), M.A. (Harvard University), *Instructor in Spanish.*

Susan Bush, B.A., M.A., Ph.D. (Harvard University), *Lecturer in Art.*

Nelson Butters, B.A. (Boston University), M.A., Ph.D. (Clark University), *Part-time Associate Professor of Psychology.*

James S. Byrnes, B.A. (New York University), M.A., Ph.D. (Yeshiva University), *Assistant Professor of Mathematics.*

Charles Campbell, B.A. (University of Massachusetts), M.A. (University of Chicago), Ph.D. (University of Minnesota), *Associate Professor of English.*

Antonio F. Carrara, B.A., M.A. (Boston College), *Instructor in Italian.*

L. Robert Carter, B.A. (College of Wooster), Ph.D. (University of Kansas), *Assistant Professor of Chemistry.*

Giovanni Catalani, M.A. (Boston College), *Instructor of Italian.*

Leonard A. Catz, M.S., Ph.D. (Hebrew University, Jerusalem, Israel), *Assistant Professor of Physics.*

Kenneth F. Cerny, B.S. (Marietta College), *Instructor in Chemistry.*

Warren Chernaik, B.A. (Cornell University), M.A., Ph.D. (Yale University), *Associate Professor of English.*

Geoffrey Clive, B.A. (Colgate University), Ph.D. (Harvard University), *Associate Professor of Philosophy.*

Carl Cohen, Studienreferender Studienassessor (University of Frankfurt), M.A. (Harvard University), *Assistant Professor of Mathematics.*

Howard Cohen, B.A., M.A. (Harvard University), *Assistant Professor of Philosophy.*

Jean Collignon, Licence d'Anglais, Diplôme, d'Etudes Superieures d'Anglais (Toulouse), Agrégation d'Anglais (Sorbonne), *Professor of French.*

Marjorie Collins, B.A. (University of Wales), M.A. (Hunter College), Ph.D. (University of Michigan), *Assistant Professor of English.*

Peter Comalli, B.A., M.S., Ph.D. (Clark University), *Visiting Associate Professor of Psychology.*

Daniel Comenetz, B.A., Ph.D. (Brandeis University), *Assistant Professor of Mathematics.*

Joe E. Crick, B.A. (Indiana State University), M.A.T. (Harvard University), *Part-time Lecturer in Mathematics.*

Mary D. Curran, B.A. (University of Massachusetts), M.A., Ph.D. (University of Iowa), *Professor of English.*

Howard Darmstadter, B.A. (University of Pennsylvania), M.A., Ph.D. (Princeton University), *Assistant Professor of Philosophy.*

Elizabeth A. Davis, B.A. (Mt. Holyoke College), Ph.D. (Brandeis University), *Assistant Professor of Biology.*

Paul Devore, B.A. (Harvard College), M.A. (University of Chicago), *Instructor in Anthropology.*

Louis Dexter, A.B. (University of Chicago), M.A. (Harvard University), Ph.D. (Columbia University), *Professor of Politics and Sociology/Anthropology.*

Lynn F. Dhority, B.A. (University of Colorado), Ph.D. (Harvard University), *Associate Professor of German.*

John Dick, B.A. (Haverford College), M.A. (University of Pennsylvania), *Instructor in Russian.*

John Dickinson, Ph.D. (University of Marburg), *Associate Professor of Sociology.*

Spencer Discala, B.A. (Queens College), M.A., Ph.D. (Columbia University), *Assistant Professor of History.*

Albert J. Divver, B.A. (Boston College), M.A. (University of Michigan), *Instructor in English.*

Priscilla Doff, B.S. (Tufts University), *Lecturer in Biology.*

David Edelstein, B.A. (University of Pennsylvania), M.A. (Harvard University), *Instructor in Psychology.*

Mary Edwards, B.A. (Duke University), M.A., Ph.D. (University of Illinois), B.Litt. (Oxford University), *Instructor in English.*

Ernest S. Elyash, B.A. (University of Pittsburgh), Ph.D. (Cornell University), *Associate Professor of Mathematics.*

Louis Esposito, B.A. (St. Peter's College), M.A., Ph.D. (Boston College), *Assistant Professor of Economics.*

Robert R. Evans, B.A. (Harvard University), Ph.D. (Brandeis University), *Assistant Professor of Theatre Arts.*

Paul Faler, B.A. (Southern Methodist University), M.A., Ph.D. (University of Wisconsin), *Assistant Professor of History.*

So-Fei Fang, B.S. (National Taiwan University), Ph.D. (University of Pennsylvania), *Assistant Professor of Mathematics.*

Peter T. Farago, B.S. (Manhattan College), M.A. (Boston University), *Instructor in Physics.*

Golamreza Fazel, B.A. (California State College, Long Beach), M.A., Ph.D. (University of California, Berkeley), *Assistant Professor of Anthropology.*

Michael Feldberg, B.A. (Cornell University), M.A., Ph.D. (University of Rochester), *Assistant Professor of History.*

Mary Anne Ferguson, B.A., M.A. (Duke University), Ph.D. (Ohio State University), *Associate Professor of English.*

Richard Arthur Ferland, M.A. (Harvard University), *Instructor in French.*

Harry Finkelstein, B.S., M.A. (Temple University), M.S.W. (University of Michigan), *Instructor in Sociology.*

Martha Finney, B.A. (Stanford University), M.A., Ph.D. (University of Iowa), *Assistant Professor of English.*

Kenneth Ford, B.A. (Harvard), Ph.D. (Princeton University), *Professor of Physics.*

Clive Foss, B.A. (Harvard College), M.A. (Harvard University), *Lecturer in History and Classics.*

Kenneth Frederick, B.A., M.A., Ph.D. (University of Michigan), *Associate Professor of English.*

John A. Freeberg, B.A. (Harvard College), M.A., Ph.D. (Harvard University), *Associate Professor of Biology.*

Sanford B. Gabin, B.A., M.A. (Princeton University), *Instructor in Politics.*

Matthew Gaffney, B.S. (Harvard), Ph.D. (University of Chicago), *Professor of Mathematics.*

Paul A. Gagnon, B.A. (University of Massachusetts), M.A., Ph.D. (Harvard University), *Professor of History.*

George Gardner, B.A. (Dartmouth College), Ed.M., Ph.D., M.D. (Harvard University), *Visiting Lecturer in Psychology.*

Gerald Garret, B.A. (Whitman College), M.A., Ph.D. (Washington State University), *Assistant Professor of Sociology.*

Monique Garrity, B.A. (Marygrove College), M.A., Ph.D. (Boston College), *Assistant Professor of Economics.*

Suzanne M. Gassner, B.A. (City College of New York), M.S., Ph.D. (Syracuse University), *Assistant Professor of Psychology.*

Christopher Gay, B.A. (Amherst College), M.A. (University of Michigan), *Instructor in English.*

Robert I. Gelb, B.S. (Polytechnic Institute of Brooklyn), Ph.D. (University of Wisconsin), *Associate Professor of Chemistry.*

Edward S. Ginsberg, B.A., Sc.B. (Brown University), M.S., Ph.D. (Stanford University), *Associate Professor of Physics.*

Edwin Gittleman, B.S., M.A., Ph.D. (Columbia University), *Associate Professor of English.*

Vito R. Giustiniani, Dottore in Lettere e filosofia (University of Pisa), Dr. Phil. Habil. in Rom. Phil. (University of Freiburg), Libera docenza in filologia medioevale e umanistica (Italy), *Professor of Italian.*

M. Colin Godfrey, B.Sc., M.A. (University of British Columbia), *Instructor in Mathematics.*

Peter Gombosi, B.A. (Columbia University), *Part-time Instructor in Psychology.*

George Goodwin, Jr., B.A. (Williams College), M.A., Ph.D. (Harvard University), *Professor of Politics.*

Linda Gordon, B.A. (Swarthmore College), M.A. (Yale University), *Assistant Professor of History.*

Lenora Greenbaum, B.A. (Hunter College), M.A. (New York University), Ph.D. (Ohio State University), *Assistant Professor of Sociology.*

Jeanne Grillet, Diplôme d'Etudes Superieures; C.A.P.E.S. (Ecole Partique des Hautes Etudes, Paris), Docteur En Linguistique (Sorbonne), *Assistant Professor of French.*

Walter Grossmann, B.A. (Yankton College), M.A., Ph.D. (Harvard University), M.L.S. (Simmons College), *Professor of History.*

James Leland Grove, B.A. (Yale University), M.A., Ph.D. (Harvard University), *Assistant Professor of English.*

Sanford D. Gutman, B.A. (Wayne State University), M.A. (University of Michigan), *Instructor in History.*

Hilton Hall, B.A. (Brigham Young University), M.A.T. (Harvard University), *Instructor in Spanish.*

William R. Hamilton, B.A. (University of Oklahoma), M.A., Ph.D. (University of Maryland), *Lecturer in Politics.*

Rodney E. Harris, Ph.D. (University of Massachusetts), *Lecturer in French.*

Bettina H. Harrison, B.S. (University of Massachusetts), M.A. (Radcliffe College), Ph.D. (Boston University), *Assistant Professor of Biology.*

Francis R. Hart, B.A. (Harvard College), M.A., Ph.D. (Harvard University), *Professor of English.*

Jeremy Hatch, B.A. (Cambridge University), Ph.D. (Duke University), *Assistant Professor of Biology.*

Thomas Hearne, B.A. (Idaho State University), *Instructor in Anthropology.*

Alan E. Helms, B.A. (Columbia University), Ph.D. (Rutgers University), *Assistant Professor of English.*

Roberta Hendrickson, B.A. (Brooklyn College), M.A. (Brandeis University), *Instructor in English.*

Frances Hoffman, B.A. (Skidmore), M.A., Ph.D. (Brandeis University), *Assistant Professor of History.*

Alfred Hoelzel, B.A. (University of Massachusetts), M.A. (Northwestern University), Ph.D. (Boston University), *Associate Professor of German.*

Richard A. Hogarty, B.A. (Dartmouth College), M.G.A. (University of Pennsylvania), Ph.D. (Princeton University), *Assistant Professor of Politics.*

Richard A. Horsley, B.A. (Harvard College), S.T.B. (Harvard Divinity), Ph.D. (Harvard University), *Part-time Assistant Professor of English.*

Ritta J. Horsley, B.A. (Radcliffe College), M.A., Ph.D. (Harvard University), *Assistant Professor of German.*

John Huggler, B.M. (University of Rochester), *Associate Professor of Music.*

David Hunt, B.A. (Haverford College), Ph.D. (Harvard University), *Assistant Professor of History.*

Gary Hunt, B.A. (University of California, Berkeley), M.A. (Brandeis), *Part-time Lecturer in English.*

Linda Hunt, B.A. (Hunter College), M.A. (University of California, Berkeley), *Part-time Lecturer in English.*

Carter Jefferson, B.A. (George Washington University), M.A. (Southern Methodist University), Ph.D. (University of Chicago), *Professor of History.*

Henriette Jelinek, *Visiting Professor of French.*

Lawrence J. Kabat, B.A. (Dartmouth College), M.A. (Columbia University), *Instructor in Italian.*

Kenneth Kaiser, S.B., B.Arch. (Massachusetts Institute of Technology), M.S.Arch. (Columbia University), *Lecturer in Art.*

Lawrence Kamara, B.A. (Durham University, England), M.A. (Boston University), *Part-time Lecturer in Sociology.*

Herbert Kamowitz, B.S. (City College of New York), Sc.M., Ph.D. (Brown University), *Professor of Mathematics.*

Paul Kanzer, B.A. (Yale University), Ph.D. (Stanford University), *Assistant Professor of Psychology.*

Lawrence Kaplan, B.A., M.S. (State University of Iowa), Ph.D. (University of Chicago), *Professor of Biology.*

Lucille Kaplan, B.S. (University of Illinois), M.A. (State University of Iowa), *Part-time Instructor in Anthropology.*

Seymour Katz, B.A. (Rutgers University), Ph.D. (Harvard University), *Associate Professor of English.*

Christine Kibel, B.Sc., Ph.D. (University of London, University College), *Assistant Professor of Biology.*

Mary Lee Evans Kimball, B.A. (Smith College), Diplôme d'Etudes Universitaires (University of Paris), *Assistant Professor of French.*

Esther R. Kingston-Mann, B.A. (Antioch College), M.A., Ph.D. (Johns Hopkins University), *Assistant Professor of History.*

Leonard J. Kirsch, B.A. (University of Pittsburgh), M.A., Ph.D. (Harvard University), *Assistant Professor of Economics.*

Stanley D. Klein, B.A. (Lehigh University), M.A., Ph.D. (Clark University), *Associate Professor of Psychology.*

Charles Knight, B.A. (Haverford College), M.A., Ph.D. (University of Pennsylvania), *Associate Professor of English.*

Joseph E. Knoll, B.S. (Queens College), M.S., Ph.D. (Polytechnic Institute of Brooklyn), *Assistant Professor of Chemistry.*

Robert Knott, B.A. (Stanford University), M.A. (University of Illinois), Ph.D. (University of Pennsylvania), *Assistant Professor of Art.*

George Koniaris, B.A. (University of Athens), M.A. (University of California at Los Angeles), Ph.D. (Cornell University), *Associate Professor of Classics.*

George N. Kostich, B.A. (University of Belgrade), M.A. (Harvard University), *Instructor in Russian.*

Emma C. Kraidman, Ph.D. (Clark University), *Assistant Professor of Psychology.*

Stanley Krane, B.S. (City College of New York), M.S. (Michigan State University), Ph.D. (California Institute of Technology), *Assistant Professor of Biology.*

Thomas A. Kreilkamp, B.A. (Harvard College), Ph.D. (New York University), *Assistant Professor of Psychology.*

Kathryn Kremen, B.A. (Reed College), M.A., Ph.D. (Brandeis University), *Assistant Professor of English.*

Donald Krus, B.A. (Drew University), M.A., Ph.D. (Clark University), *Professor of Psychology.*

Richard Landry, B.A. (University of Massachusetts), M.A. (University of Chicago), *Instructor in Politics.*

David Landy, B.A., M.A. (University of North Carolina), Ph.D. (Harvard University), *Professor of Anthropology.*

Lorraine Larrison, B.A. (University of California, Los Angeles), M.S., Ph.D. (Yale University), *Assistant Professor of Biology.*

Calvin Larson, B.A. (University of California, Berkeley), M.S. (San Jose State College), Ph.D. (University of Oregon), *Associate Professor of Sociology.*

Daniel A. Laufer, B.S. (Massachusetts Institute of Technology), Ph.D. (Brandeis), *Associate Professor of Chemistry.*

Rosemary Leavenworth, M.M. (University of Rochester), *Instructor in Music.*

Marc Levine, B.A. (University of Rochester), M.A. (Brandeis University), *Lecturer in Mathematics.*

Harry Lewis, B.A. (University of Miami), M.A. (University of Florida), *Assistant Professor of Psychology.*

Sanford Lieberman, B.A. (University of Rochester), M.A. (Harvard), *Assistant Professor of Politics.*

Herbert Lipke, B.S., M.S. (Cornell University), Ph.D. (University of Illinois), *Professor of Biology.*

Bates Lowry, Ph.B., M.A., Ph.D. (University of Chicago), *Professor of Art.*

Joan Lukas, B.S. (Barnard), Ph.D. (Massachusetts Institute of Technology), *Assistant Professor of Mathematics.*

John A. Lutts, B.S. (Spring Hill College), M.A., Ph.D. (University of Pennsylvania), Th.L. (Woodstock College), *Associate Professor of Mathematics.*

Donald H. Lyons, B.A. (University of Buffalo), M.A., Ph.D. (University of Pennsylvania), *Professor of Physics.*

Richard Lyons, B.A. (Carleton College), Ph.D. (Princeton University), *Associate Professor of English.*

John MacCombie, B.A., Ph.D. (Yale University), *Associate Professor of French.*

Harold P. Mahon, B.A., M.S. (Oregon State University), Ph.D. (University of Washington), *Associate Professor of Physics.*

Pauline Maier, B.A. (Radcliffe College), Ph.D. (Harvard University), *Assistant Professor of History.*

Thomas N. Margulis, B.S. (Massachusetts Institute of Technology), Ph.D. (University of California, Berkeley), *Associate Professor of Chemistry.*

Emerson Marks, B.A. (City College of New York), M.A. (University of Iowa), Ph.D. (New York University), *Professor of English.*

Peggy Marquis, B.A. (University of North Carolina), M.A. (Teachers College, Columbia University), Ph.D. (Columbia University), *Assistant Professor of Sociology.*

Dorothy N. Marshall, B.A., M.A. (Smith College), Ph.D. (Bryn Mawr College), *Professor of Politics and Spanish.*

Arthur W. Martin, B.A. (Harvard College), Ph.D. (Stanford University), *Associate Professor of Physics.*

John Marvin, B.A., M.A. (University of Denver), *Associate Professor of English.*

Martha Matteo, B.A. (University of Rochester), Ph.D. (Brandeis University), *Assistant Professor of Biology.*

Renata R. M. Mautner, B.A. (Ohio University & São Paulo University, Brazil), M.A. (Brandeis University), *Instructor in English.*

Monica McAlpine, B.A., M.A. (University of Rochester), *Instructor in English.*

Arthur McCaffrey, B.A., M.A. (University of Glasgow), Ph.D. (Cornell University), *Part-time Assistant Professor of Psychology.*

Michael W. McCahill, B.A., M.A., Ph.D. (Harvard University), *Assistant Professor of History.*

Daniel McCall, B.A. (Boston University), Ph.D. (Columbia University), *Lecturer in Art.*

Timothy McCarthy, B.S. (Clark University), M.A. (Brandeis University), *Instructor in History.*

Mordecai Melnitsky, B.A. (Columbia College), *Instructor in History.*

Louise Mendillo, B.A., M.A. (University of California, Berkeley), *Instructor in English.*

Bruce A. Menge, B.A. (University of Minnesota), Ph.D. (University of Washington), *Assistant Professor of Biology.*

Virginia Merlier, M.A. (University of Wisconsin), *Instructor in French.*

Juan C. Merlo, Licenciado in Mathematics, Ph.D. (University of Buenos Aires), *Associate Professor of Mathematics.*

Emily Meyer, B.A. (Bryn Mawr College), M.A. (Columbia University), *Part-time Lecturer in English.*

Anne Michelini, A.B. (Radcliffe College), Ph.D. (Harvard University), *Assistant Professor of Classics.*

David H. Miles, B.A. (University of Maine), M.A., Ph.D. (Princeton University), *Assistant Professor of German.*

William Moffett, B.A. (Davidson College), M.A., Ph.D. (Duke University), *Assistant Professor of History.*

Benjamin R. Mollow, B.A. (Cornell University), Ph.D. (Harvard University), *Assistant Professor of Physics.*

Susan Monjan, B.A., Ph.D. (University of Rochester), *Part-time Assistant Professor of Psychology.*

Celia Moore, B.A. (University of Texas), Ph.D. (Rutgers University), *Assistant Professor of Psychology.*

Richard Morahan, B.A., M.A., Ph.D. (Rutgers University), *Assistant Professor of English.*

David Moriarty, M.D. (Boston University, School of Medicine), *Professor of Psychology.*

Siamak Movahedi, LL.B. (University of Tehran), M.S. (Fresno State College), Ph.D. (Washington State University), *Assistant Professor of Sociology.*

Dorothy S. Mull, B.A. (Cornell University), B.A., M.A. (Cambridge University), M.A., Ph D. (Yale University), *Associate Professor of English.*

Some Nath Mukherjee, Ph.D. (Banaras Hindu University), *Assistant Professor of Mathematics.*

Blaise Nagy, B.A. (Boston College), M.A. (Harvard University), *Instructor in Classics.*

Ricardo Navas-Ruiz, Ph.D. (Universidad de Salamanca), *Professor of Spanish.*

Kenneth H. Nealson, B.S.C., M.S., Ph.D. (University of Chicago), *Assistant Professor of Biology.*

Charles Nelson, B.A. (Washington State University), M.A. (University of California, Berkeley), *Instructor in Anthropology.*

Duncan Nelson, B.A. (Wesleyan University), M.A., Ph.D. (Harvard University), *Assistant Professor of English.*

Anny Newman, B.A. (University of Zagreb), M.A. (Harvard University), *Instructor in Russian.*

Frank J. Nisetich, B.A., M.A. (University of California at Berkeley), *Instructor in Classics.*

Shaun O'Connell, B.A., M.A., Ph.D. (University of Massachusetts), *Assistant Professor of English.*

Elizabeth O'Neill, B.S. (Massachusetts Institute of Technology), M.A., Ph.D. (Harvard), *Associate Professor of Mathematics.*

Maria-Luisa Osorio, B.A. (Havana University), M.A. (University of Kentucky), Doctor en Filosofía y Letras (Havana University), *Assistant Professor of Spanish.*

Frederick P. Ott, B.A. (Staatl Gymnasium, Kreuznach), Staatsexamen (Gutenberg University), M.A. (Marquette University), Ph.D. (Harvard University), *Assistant Professor of German.*

Stephen K. Parrott, B.S., Ph.D. (University of Michigan), *Associate Professor of Mathematics.*

Diane Paul, B.A. (Northeastern University), M.A. (City College of New York), *Instructor in Politics.*

William A. Percy, B.A. (University of Tennessee), M.A. (Cornell University), M.A., Ph.D. (Princeton University), *Associate Professor of History.*

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Location of Departments, University of Massachusetts at Boston

MAP KEY

Building 1–100 Arlington St.

- Audio Visual–2nd floor
- Auditorium–basement
- Auxiliary Services–1st floor
- Biology Department–12th floor
- Bursar's Office–1st floor
- Chancellor's Office–12th floor
- Chemistry Department–13th floor
- College Preparatory Program–7th floor
- Dean of Faculties Office–12th floor
- Educational Planning–12th floor
- Grant Development & Community Services–12th floor
- Health Services–mezzanine
- Language Laboratories–8–11th floor
- Natural Sciences Office–13th floor
- Physics Department–13th floor
- Public Relations Office–12th floor
- Science Laboratories–8–11th floor
- Science Library–mezzanine
- Student Affair's Office–12th floor
- Treasurer's Office–1st floor
- Vice Chancellor's Office–12th floor

Building 2–142 Berkeley St. (Sawyer Bldg.)

- Advising Office–4th floor
- Afro-American Studies–4th floor
- Bookstore–1st floor
- Cafeteria–basement
- Financial Aid–4th floor
- Special Admissions–4th floor
- Student Activities Office–4th floor
- Vocational Counseling & Placement Office–4th floor

Building 3–105 Arlington St.

- Library

Building 4–330 Stuart St. (Salada Bldg.)

- Anthropology Department–8th floor
- Art Department–2nd floor
- Dean's Office–College I–2nd floor
- Economics Department–6th floor
- History Department–6th floor and 8th floor

Institute for Learning & Teaching–5th floor
Sociology Department–8th floor
University Senate–2nd floor

Building 5–172 Columbus Ave. (Hale Bldg.)

English Department–1st and 2nd floors

Building 6–131 Arlington St. (Avis Bldg.)

Business Office–2nd floor
Personnel Office–2nd floor
Physical Plant Office–1st floor
Registrar's Office–1st floor

Building 7–80 Boylston St. (Little Bldg.)

French Department–6th floor
Italian Department–6th floor
Mathematics Department–8th floor
Spanish Department–6th floor

Building 8–20 Boylston St. (Century Bldg.)

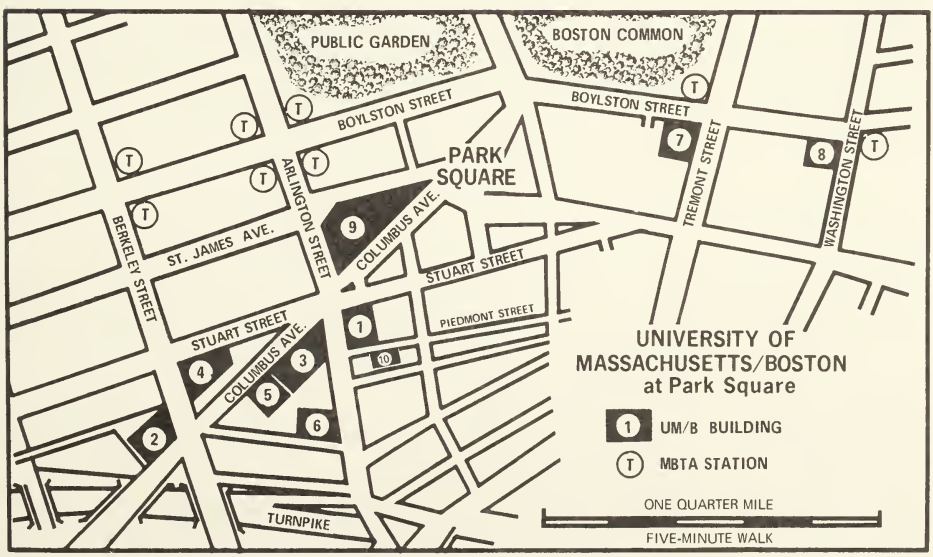
Music Department
Philosophy Department
Survey Research Program

Building 9–Statler Hilton

Classics Department–5th floor
Computer Planning Office–5th floor
Dean's Office–College II–5th floor
German Department–5th floor
Planning & Development–5th floor
Politics Department–5th floor
Psychology Department–5th floor
Russian Department–5th floor
Theatre Arts Department–5th floor

Building 10–42–44 Piedmont St.

Admissions Office



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